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ABSTRACT

This manual provides administrators and teachers with practical guidelines for designing and implementing a program to develop student skills for leadership and responsible citizenship and for generating positive pupil attitudes toward self and school. The Student Leadership Program outlined was field tested for one year in a low income black elementary school. The specific aims of the program were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve the environment for learning. Although it was designed to promote desirable student behavior and attitudes in a "distressed" situation where negative attitudes and tensions prevailed, the program is held to have unlimited application--can be suitably adapted for use with children from grades 3-8 in schools large or small, rural or urban. The three major parts of the manual are: Part I, defining the problem and the rationale of the program; Part II, delineating all steps necessary for setting up the leadership program and getting it under way--alternative methods being noted and suggestions given for possible difficulties encountered; and, Part III, constituting anecdotal records of the first semester of the pilot program, as well as the organizational records thereof. (Author/RJ)

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Research and Development Memorandum No. 113

STUDENT LEADERSHIP: GUIDELINES FOR DEVELOPING PROGRAMS IN DISTRESSED LOW-INCOME ELEMENTARY SCHOOLS

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Introductory Statement

The Center's mission is to improve teaching in American schools. Too many teachers still employ a didactic style aimed at filling passive students with facts. The teacher's environment often prevents him from changing his style, and may indeed drive him out of the profession. And the children of the poor typically suffer from the worst teaching.

The Center uses the resources of the behavioral sciences in pursuing its objectives. Drawing primarily upon psychology and sociology, but also upon other behavioral science disciplines, the Center has formulated programs of research, development, demonstration, and dissemination in three areas. Program 1, Teaching Effectiveness, is now developing a Model Teacher Training System that can be used to train both beginning and experienced teachers in effective teaching skills. Program 2, The Environment for Teaching, is developing models of school organization and ways of evaluating teachers that will encourage teachers to become more professional and more committed. Program 3, Teaching Students from Low-Income Areas, is developing materials and procedures for motivating both students and teachers in low-income schools.

This manual is based on research conducted as part of the project entitled Effective Reinforcement for Achievement Behaviors in Low-Income Children, under the leadership of Pauline S. Sears. The project was part of the Program on Teaching Effectiveness. A year of fieldwork was done in a low-income, predominantly Black community. The purpose of the manual is to provide guidelines to teachers and administrators seeking to implement a similar student leadership program.

The full design and results of the research (based on the first semester only) were reported in the author's dissertation, "A Leadership Program Designed to Improve the Attitudes and Behavior of Black Elementary Students: An Action-Research Project" (Stanford University, 1973). Part III of this manual is drawn from Appendix II of the dissertation. SCRDT Technical Report No. 36, The Modification of Undesirable Attitudes and Classroom Behavior Through Constructive Use of Social Power in the School Peer Culture (August 1973), reproduces the text of the dissertation and some appendixes.

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Abstract

This manual provides administrators and teachers with practical guidelines for designing and implementing a program to develop student skills for leadership and responsible citizenship and for generating positive pupil attitudes toward self and school. The Student Leadership Program outlined was field tested for one year in a low-income Black elementary school. The specific aims of the program were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve the environment for learning. Although it was designed to promote more desirable student behavior and attitudes in a "distressed" situation, where negative attitudes and tensions prevailed, the program has unlimited application. The plan can be suitably adapted for use with children from grades three to eight in schools large or small, rural or urban.

The manual has three major parts. Part I defines the problem and the rationale of the program. Part II delineates all steps necessary for setting up the leadership program and getting it under way. Alternative methods are noted and suggestions are given for difficulties which might be encountered. Anecdotal records of the first semester of the pilot program constitute Part III.

The recommendations contained in the manual are based on analyses of the field test and other relevant research findings.

PART I: THE NEED FOR STUDENT LEADERSHIP PROGRAMS

Chapter 1

THE PROBLEM

The Student Leadership Program described in this manual was designed to improve pupil attitudes and behavior while developing skills for leadership and responsible citizenship. American educators have been earnestly seeking solutions to the problems of insufficient academic achievement and motivation to achieve. Though once these problems pertained to only a few youngsters in each school, recently it has become evident that they pertain to many students throughout our nation's schools. Teachers are reporting more students as uninterested in curriculum, unmotivated to strive for good grades, and unconcerned about the fact that they are performing at levels far below their potential for achievement.

Although the most critical conditions prevail in the schools that have been labelled "disadvantaged," "culturally different," or "low-income," there is increasing awareness of these problems in all types of communities. In schools of middle or upper socioeconomic status, in spite of overall high academic achievement there often is great concern within school staffs and citizenry over the growing numbers of "underachievers," "dropouts," or students with "anti-establishment" attitudes. Teachers in all kinds of schools complain that too many students do not seem to care about achieving "a good education," appear to want to put forth the least effort to "get by," and do not respect adults or the institution of formal education. Parents in all kinds of communities frequently complain that their children do not want to go to school, do not like school work, and do not seem to care about achieving success in school.

Complaints regarding student attitudes and behavior have been most prevalent at the secondary and college levels of education. However, visits to elementary schools throughout the country will reveal that many youngsters eight to eleven years of age also express negative

or apathetic attitudes toward school. Those attitudes usually cause the child to behave in ways that reduce the rewards and increase the amount of failure, tension, and conflict he experiences in school. Consequently, by the time many youngsters arrive at the secondary level of schooling, their attitudes and behavioral patterns reject the efforts of teachers to increase their motivation to learn and their actual achievement. The critical need is for skillful correction and prevention of these problems at the elementary level.

Even though this student leadership program was designed originally to help correct the problems of negative pupil attitudes and behavior in a very distressed elementary school in a low-income Black community, the program has value for any elementary school. It is valuable as a tool for developing in young children the attitudes and behavior which will increase their chances for rewarding achievement and productive citizenship. An elementary school which has comparatively high school morale, students with essentially healthy attitudes toward self and others, and a harmonious and productive learning environment may use a leadership program to perpetuate the positive climate and to increase the extent to which students develop skills for leadership and responsible citizenship.

The details of the Leadership Program will be presented as they were developed for the "distressed" school that tested and evaluated the ideas. Suggestions and possible alternatives which seem helpful in light of the evaluation of the pilot project have been included. The reader is urged to consider thoughtfully each aspect of the program in relation to his particular school situation. Some of the information may be most useful as a reminder of the difficulty of trying to correct an extremely distressed situation and the desirability of using preventive measures. Where the skills and experiences of teachers and pupils have better prepared them for the Leadership Program, the process of developing and effectively implementing such a plan will be easier and quicker (some steps later described may be omitted). In order that the reader can better evaluate the steps suggested and modify the procedures appropriately for a particular situation, the extreme conditions

of a "distressed" school will be described first. Then, what can be done to improve the situation will be defined. The last section will enumerate very specific steps and details.

A "Distressed" School

The degree to which a school might be described as "distressed" is determined by the extent to which teachers, administrators, and pupils in the school report it to be a place where tension and conflict prevail and individuals are not happy and productive in their work. Observations by nonprofessional staff (cafeteria workers, custodians, aides, or office workers) and by outsiders would confirm the reports. Conversations with individuals reveal a lack of pride in the school and often in personal accomplishments. Adults and students seem discontent with the need for excessive discipline to control some pupils who repeatedly disrupt group activities or challenge adult authorities. Teachers in such a school find many students unresponsive to their motivational techniques and have decided that pressure or coercion is the only effective means of obtaining any effort from some students.

In a distressed school, both teachers and pupils perceive few rewards for effort. Teachers report frequently feeling that their attempts fail to increase the interest of students in learning activities or their desire to strive for higher achievement. Students likewise report disappointment with the results of their efforts to achieve, feeling it is extremely difficult to please the adults or to succeed with the work assigned. Essentially a cycle becomes established between teachers and students in which neither feels his efforts are appreciated or rewarded. When this occurs, negative attitudes and destructive behavior begin to interfere significantly with educational goals.

"Destructive" behavior is simply that which impairs interpersonal relationships and the teaching-learning process in the classroom or on the school grounds. It is defensive behavior through which individuals try to preserve or gain some self-respect, a good feeling about themselves. A teacher may try to force cooperative behavior and to demand achievement. Such behavior usually includes a high percentage

of negative comments, criticism, threatened or actual punishment, and coercive control techniques. To preserve self-esteem, a student may respond by trying to discount the importance of academic achievement or "good behavior" in the classroom and may decide that peer attention or peer-group status is more important. As a result, the student's behavior may include a high percentage of attention-getting devices, class disruption, defiance of authority or disrespectful acts in relation to the teacher. This behavior may gain for him peer laughter, admiration, or at least attention.

In the struggle to preserve self-esteem, then, a power struggle may develop in which the teacher attempts to maintain control of student behavior through coercion and pressure while students try to exhibit independence from adult controls and to gain peer attention through means which disrupt or impair the teaching-learning process. In such circumstances, teachers report dissatisfaction with the amount of time and energy consumed by disciplining students and the little time left for "real teaching." Students report dislike for classroom "learning" activities and evidence frustration and hostility in their statements about teachers and school.

When a school environment becomes infested with individuals who feel frustrated, hostile, and pressured, educational goals will not be achieved. The power struggles and ego-defensive behavior severely cripple the school's ability to function in terms of its educational objectives. The environment becomes destructive rather than constructive in relation to building motivation to achieve, enthusiasm for learning, and expectations of success with rewarding outcomes for effort. Adults and children feel unrewarded, unappreciated, and unlikely to succeed. An absence of personal and group pride is felt.

The Goal

The primary goal of the Leadership Program is to help teachers and students create a more harmonious and productive environment which will more closely approach being the optimal climate for learning. In relation to each learner, a specific learning environment (e.g.,

classroom or school) may be evaluated and placed on a continuum ranging from least to most conducive to optimal learning and personal-social development. The Leadership Program is intended to move the school along the continuum toward providing the ideal or optimal conditions for a greater number of its students. Such an environment would be more rewarding for teachers also.

The word "climate" is used to represent the general socioemotional atmosphere of a classroom or school. That climate either stimulates or restricts the productivity (i.e., achievement) of individuals and the group. Its influence stems from the fact that the socioaffective needs of an individual (i.e., to feel accepted, respected, valuable to the group) must be satisfied at least minimally before he can become self-motivated to learn, produce, and contribute to group achievement. If academic achievement tends to be low and the need for discipline is demanding in a school, in spite of suitable curriculum, the teachers and administrators must evaluate the socioemotional atmosphere and consider ways of improving it. The climate of a classroom or school is generated through the interaction of the attitudes and behavior of individuals in it. Therefore, to change that climate the attitudes and behavior of those individuals must be modified in desirable ways. To influence adults and children to produce the desired changes, one must clearly picture the goal.

The "ideal" school environment, which teachers and students should be striving to create, is the opposite of that found in the distressed schools. Observations in the more ideal school and self-reports from teachers and pupils consistently reveal pride, a sense of accomplishment and satisfaction, positive attitudes toward self and others, enthusiasm for classroom experiences, and mutual respect among individuals and groups within the school. Individuals appear relaxed, happy, and productive, and the climate is one of responsiveness and cooperation rather than oppression.

The educational outcomes of such a learning environment could be summarized by four statements describing the intended end product, the adult individual:

1. He is motivated for life-long learning, for the continual formulation of questions and search for answers.
2. He possesses adequate skills for answering questions he will ask and for solving the problems he will encounter during his lifetime.
3. He is equipped for emotional and social satisfaction and growth with--

   a healthy self-concept which allows him to be open, not defensive;

   ability to adapt to varying social situations;

   social skills which allow interpersonal effectiveness and rewarding relationships.
4. He is aware of and capable of fulfilling his responsibilities as an adult member of society who is self-reliant, conscientious, and socially sensitive to the needs of others.

The Age for Laying the Foundation

Parents and teachers can make a case for most any age being a critical time in the development of attitudes or patterns of behavior, since the process by which a child becomes an adult is a long, complex one in our culture. Certainly the initial years, kindergarten to second grade, are extremely important in the development of attitudes toward self, others, and school. Many adults justifiably stress the importance of the years in junior and senior high school. A case can also be made for the intermediate years (grades 4, 5, 6), especially in relation to the development of skills for responsible self-direction and for leadership.

In a distressed school, teachers note that the students become increasingly negative and resistant to adult influence with each year in school. They also report that through the six grades it becomes progressively more difficult to motivate learning, to redirect energies, and to produce achievement. In the intermediate grades, class size often becomes larger, the rewards of social interaction with peers become greater, and the curriculum becomes increasingly frustrating for many who are not able to read and write as expected for the grade level.

It is with the teachers and pupils at the intermediate level that the problems of "distress" become most acute.

At the same time, students of that age are sufficiently mature to be able to develop skills for self-direction and leadership. This is true even in low-income communities because children there often assume heavy responsibilities in the home. It is also the time when students begin to become conscious of their desire for "power," or the ability to influence people and circumstances. For these reasons, the Leadership Program was designed for use in the intermediate grades. It is conceivable that in some schools the program could be extended successfully to include third graders. This is dependent upon the organization of the school and the level of pupil skills.

Chapter 2

HOW TO IMPROVE PUPIL ATTITUDES AND BEHAVIOR

Given the conditions of a distressed school, how can change be effected? This question can be answered at two levels: the classroom and the school. Whether or not the entire school makes a coordinated effort to improve pupil attitudes and behavior, there are specific ways in which an individual teacher may improve the learning climate of her classroom. Change in the general school atmosphere, however, cannot be accomplished without the supportive efforts of the teachers to create the necessary classroom conditions. Therefore, in considering how to change pupil attitudes and behavior significantly, one must begin with understanding the changes which must occur in the individual classrooms and the teacher behavior necessary to create the desired environment.

Changing Interpersonal Interactions

Basically the change in pupil attitudes and behavior must occur through the interpersonal interactions in the classrooms. As was described earlier, in the distressed school a cycle of interaction often has become established in which the teacher and pupil do not reward each other, and both expect to fail in relation to the other. For example, a pupil may expect to fail to meet the teacher's standards for assigned work, so he continually turns in careless, messy, and incomplete work. The teacher suspects he is lazy and expects him to take advantage of any leniency, so she increases her demands and the penalties for not performing satisfactorily. Apart from interaction during learning activities, both tend to avoid encountering each other because only uncomfortable or unpleasant feelings result. This is a negative cycle of interpersonal interaction.

The teacher desires to be rewarded for her teaching efforts by responsive pupils who are happy, cooperative, and eager to learn, and who achieve sufficiently to reflect good teaching. The pupil is seeking

positive response from others in his social environment--smiles, compliments, attention, recognition of his worth, affection. People who affirm his personal worth with such responses become increasingly important to him; those who do not, he tries to regard as relatively unimportant.

The interaction between two people can be thought of as a cycle because the behavior of one largely dependent upon the present or past behavior of the other. Therefore, when the nature of the cycle is to be changed (as from negative and rejecting to positive and accepting), the cycle must be broken. Often teachers try to break the cycle by forcing the pupil to behave differently. Actually, a teacher can more effectively influence pupil behavior by changing her own behavior in interaction with the student.

The following section describes specific teacher behaviors that are essential for creating the type of teacher-pupil interaction which is the basis for developing the optimal classroom climate described earlier. Although interpersonal interaction among pupils is equally important to the classroom climate, if the teacher models desirable behavior in interpersonal relationships and employs methods of increasing self-esteem and successful self-management, individually and as a group, the desired socioemotional environment will be developed.

Desirable Teacher Behavior

The teacher who successfully creates an optimal classroom climate for learning consistently exhibits four sets of behavior. Teachers seeking to improve their classroom environment may use the following descriptions of those sets of behavior as guidelines.

1) Communication of Respect and Caring for Individuals. The first set of behaviors is based upon genuine enjoyment of interpersonal relationships with pupils. The teacher constantly is aware that her class is comprised of unique, valuable individuals--all different from each other in many ways. She shows her respect for individuals by entrusting them with responsibilities--e.g., for correcting their own work and studying the errors, for governing themselves during an

activity, for maintaining a clean room, for delivering messages and expensive equipment, etc. The children in her class feel that they are respected when she requests, values, and uses their opinions and ideas (even regarding how she can improve her effectiveness as a teacher!). This teacher not only listens with respect to individuals, she delights in the differences between their opinions and abilities. She marvels at Johnny's ability to be logical and solve a problem; she appreciates Kenny's emotional sense of justice and fair play; Donny's sense of humor causes her to laugh heartily; Susan's imagination fascinates her; and Karen's creative thinking impresses her. Each person is special and precious to her.

This teacher finds potential gifts within each pupil and her enthusiasm communicates confidence that each is able to make valuable contributions to society. Her caring is communicated as she recognizes personal feelings, needs, and accomplishments--no matter how small--and as she responds with encouragement, help, praise, or empathy. Her smiles, her affectionate touch, her spontaneous exuberance over any small success are some of the ingredients in her behavior which communicate, "I care."

2) Accentuating the Positive and Planning for Success. If the teacher behaves so that she communicates respect and caring for individuals, this second set of behaviors is included almost naturally. However, this category is important enough to warrant separate attention.

First of all, the teacher's outlook must truly regard the positive events of the day as far more important than the disappointments or "failures." The word failures was placed in quotation marks to suggest that events become perceived as failures in light of the expectations of individuals. The same event may be perceived by one person as a failure and by another as a success. A teacher may evaluate the accomplishments of the day by the amount of personal and group success perceived by pupils. Little steps, not just milestones, should be recognized as significant indications of growth. When success is not achieved, the teachers should emphasize the opportunity to learn from the experience rather than labelling it as "failure."

The teacher who accentuates the positive also will conscientiously do two related things: (a) Increase the frequency and probability of success through the careful selection and planning of curriculum and tasks; (b) Increase rewards for effort as well as for any measure of achievement. These behaviors actually reflect values that govern the teacher's interaction with individuals and the group. She selects materials and activities which will be meaningful, stimulating, and successful experiences for her pupils. She generously rewards effort and improvement. Meaningful rewards for pupils include smiles, praise, public recognition in the class, privileges, and responsibilities. The student learns that effort to achieve pays off with greater freedom to choose from alternatives, increased respect and status with classmates, and opportunities to do important "jobs" with responsibility--e.g., keeping class records, dispersing play equipment, correcting papers, running errands.

3) Encouraging Pupil Self-Direction.[1] If a teacher wants her students to become more responsible and independent, she must slowly and consistently build skills for successful self-direction. This skill-building begins with attention to the thinking process. The student must become aware of the need to anticipate the consequences of his actions in making decisions and must develop skills in considering alternative methods of successfully accomplishing his goals. This process is a continual one as the teacher works with individuals or the group, helping them learn how to think carefully while considering alternatives, making decisions and evaluating the results of decisions. This skill can be developed while deciding how to improve one's math performance or while the class attempts to reorganize the equipment and furniture in the room!

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[1]Sample materials for many of the ideas contained in this section may be found in an SCRDT manual on intensive in-service teacher education in distressed, low-income elementary schools (forthcoming).

Most important to the thinking process is patience. The teacher must not give in to the more expedient method of doing the thinking for her pupils. In order to have the required patience, she also must be free from the threat of failure. If she truly is able to accept failures to meet goals as successful learning experiences, the students will likewise be free emotionally to make decisions without fear of failure.

The teacher who builds skills in self-direction, then, continually involves her students in decision-making and evaluation of outcomes. Through individual or small group conferences and class meetings with the total group, she teaches them--

how to set a goal,

to consider thoughtfully all alternatives,

to select one of the possible methods to test,

and to plan to implement the method effectively.

Planning involves learning how to follow directions, how to organize oneself or a group of individuals for successful compietion of a plan, and how to remember one's responsibilities. Children need to be taught how to use personal memos, daily charts for planning and evaluating their use of time, and signals as reminders--e.g., the recess bell as a signal to stop and evaluate what needs to be done next.

This thinking process can be called problem-solving. It should be used to help individuals and the group deal with social problems of interpersonal relationships (e.g., "Why did our group activity end up with so many people upset and frustrated?"), with academic or curricular decisions (e.g., "What projects should be included in our unit on Indians?"), and with organizational issues (e.g., "How can we arrange it so that everyone gets a fair turn with the tape recorder?"). The continual and conscientious use of problem-solving develops thinking skills in individuals which allow for the development of successful self-management throughout life.

4) Building Group Cohesiveness. The fourth set of desirable teacher behaviors involves building a positive group self-image which encourages members of the group to support the efforts of each other. Both by example and by direct instruction, the teacher must teach that

all members of the group have responsibility for each other, that each individual is expected to help the group set and achieve goals. In this type of classroom there is a spirit of cooperation more than competition, and a sense of pride in the accomplishments of individual members and of the group.

A principal method of developing group cohesiveness is through regular class meetings for sharing or problem-solving. During these sessions, students are taught by teacher example and precept to listen respectfully to each person. Out of listening to the personal expressions of others and discussing them comes increased understanding of persons and problems. When all views of a problem have been examined, the members may discuss possible group action and make a decision. It is vital that all members understand that the group decision, arrived at by consensus or by majority vote, requires the support of every individual. When this is understood and all have participated in the process that produced the group decision, then tension or resistance to the group action resulting from the decision is reduced or eliminated. A successful group effort is probable.

The development of group cohesiveness enables the teacher to transfer major responsibility for discipline to the peer group. When an individual fails to exercise self-control, for example, others in his group help him. An effective variation of the technique of group self-discipline is the use of teams. Small groups of students seated in clusters may form teams. Team members help each other remember and obey class-established rules. Team leaders may assist by being certain that their groups meet expectations, like being ready for recess on time. This method relieves the teacher of much "disciplinary action" formerly perceived as exclusively her role.

In summary, the teacher who attempts to increase the frequency of her behaviors that would be included in the four categories described above will experience some measure of success in developing a more harmonious and productive classroom climate. She may struggle some with the emotional discomfort of having less certain control over events. It is not always easy for adults to comfortably accept student decisions

or the somewhat more disorganized or disorderly manner in which decisions are derived or carried out. But, if the teacher perseveres with belief that the process is extremely valuable, before long she will find herself reaping the rewards of students who are happier, more responsible and more productive. She also will take great pride in the amount of personal growth she observes occurring in her classroom.

Chapter 3

CHANGE AT THE SCHOOL LEVEL

Although a teacher can effect significant changes within her classroom, the total school environment is critical to the development and maintenance of general attitudes toward school experiences. It is these general attitudes which comprise the institutional goals. Those goals include a positive regard for educational institutions, adults, peers, and cross-generational relationships. Also included are these objectives for each student:

to recognize the importance of individual behavior to society,
to sense his personal value to society,
to accept the need for individuals to meet requirements and to adapt to the needs of the group, and
to desire continual self-improvement throughout life.

To have lasting effect, these objectives must be met by the impact of school experiences upon the individual.

The need for coordinated school programs or projects involving students and faculty has been increased perhaps by the extent to which team teaching, modified forms of departmentalization, and flexible scheduling and grouping have permeated the elementary school. Consistency and cooperation among adults in the school environment undoubtedly increase the success of individual teacher efforts to meet educational objectives.

How to Bring About Change

The methods by which change can be effected in the total school environment are parallel to those previously defined for the classroom. The basic change desired occurs through changes in the perceptions and expectations of students. The youngsters must come to perceive the adults in the institution as caring and respectful of individuals. Pupils must increasingly perceive the school as a friendly place in

which good, rewarding experiences occur. They must develop the expectation of experiencing success more than failure, academically and socially. A system of attainable and meaningful rewards should become obvious to students, and punishments should be regarded as necessary and fair. For these changes to occur within the students of a particular school, needless to say, it may be necessary first for adult perceptions and expectations to change so that desirable teacher and administrator behaviors can be increased.

How does a school environment communicate caring and respect to individuals? Caring is evidenced by the sensitivity of individuals for each other and the welfare of the group. Adults in the school greatly influence this part of the emotional climate by their example. Children readily assess the extent to which their teacher is aware of and responsive to their personal feelings and needs. All of her behavior reveals this to them.

Respect is communicated very clearly by genuine trust and confidence in individual success. If adults trust children, they provide them with opportunities to assume responsibility for making and carrying out decisions. And, they are confident the students can do their task well and will perform to the best of their ability. If "failure" occurs, it is regarded as a learning experience which does not change the teacher's expectation of ultimate success at the task.

The Ideal School

The optimal school climate for learning and socioemotional growth grants power to pupils. This is vital to the attainment of educational goals for individual personal-social growth. In the more traditional view of the classroom and school, adults were seen to be the persons in control, with power to influence people and events. A healthy school climate contains a balance of power; both teachers and pupils perceive themselves as important, having opinions and feelings that count, and having the ability and opportunity to influence events in the school. This contrasts with the perception of being a "pawn" who is helpless to change anything and is only the target of the

powerful action of others. When pupils feel powerful to influence desirable changes in the school, they also will feel significant to the school culture, respected, trusted not to abuse power, and willing to invest effort to make the school a better place. Students who feel responsible for the quality of their school tend to work harder to make it a good place, of which they can be proud.

When the desirable changes have been made in the school climate, an obvious sense of personal pride prevails among the students and adults. All of them then work to uphold a positive self-image, which the group has worked to develop. With such pride and sense of responsibility for the school environment, individuals are responsive to the needs of the group and its members. In such a setting, persons do not have to be defensive, strive to gain attention or social recognition, or look elsewhere for meaningful rewards. Being a proud member of the group is both personally rewarding and socially gratifying.

The most fundamental motivation of human behavior in social settings can be said to be the enhancement of the individual's sense of worth. In the school climate described above, the pupil values highly the chance to be at school because it enhances his sense of worth and thus is highly rewarding.

PART II: THE STUDENT LEADERSHIP PROGRAM—A COORDINATED STAFF EFFORT

Chapter 4

PREPARATION

This section of the manual provides detailed guidelines to help a school staff design a student leadership program similar to one field tested by the author.[1] Anecdotal records of most of the sessions conducted with first-semester student leaders, samples of meetings with the teachers and of various tools used are contained in Part Three of this manual. The reader is advised to remember that the program was tested in a very "distressed" school. The steps of program development outlined below are those followed in the research study. The reader will want to evaluate the suggestions in light of his specific situation, perhaps modifying or omitting some steps. At points where it might help the reader to be informed about options that exist, the alternatives will be described briefly along with the considerations to be weighed in decision-making.

An Overview of the Program

The purpose of the Leadership Program is to direct the energies and social influence of students toward the improvement of the school environment. Through the program, leaders in the peer culture are engaged in group problem-solving in response to the simple question, "How can our school become a better place?" After the group decides what desirable changes the students could bring about, they consider alternative means of accomplishing the changes. Projects are selected and implemented to meet the goals and a continual process of evaluation follows.

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[1] For detailed results of the experimental pilot project, see J. R. Whitmore, The modification of undesirable attitudes and classroom behavior through constructive use of social power in the school peer culture (SCRDT, Technical Report No. 36), Stanford University, 1973.

The adult advisor to the Leadership Group (which may be called a Council) must be flexible, helping the students modify their plans or change their direction when evaluation suggests it. The program is more a method or process by which students become involved in changing the school than it is a set of specific events or steps which inevitably lead to certain outcomes. A flexible approach is absolutely essential if the Leadership Program is to be a vehicle by which adults in the school communicate respect and trust. If the decisions and the direction of the program are controlled by the adult advisor, the students will regard the Leadership Council as powerless in reality and the program as "phony". This will defeat the purpose of the program and prevent the expected outcomes of increased student responsibility for the school environment, improved group self-image and individual sense of worth, greater sense of pupil power to effect desirable changes, and more positive attitudes toward school.

This manual provides guidelines for the development of a student Leadership Program. Once such a program has been initiated successfully, the decision should be made as to how its structure or design should be modified as an ongoing program. For example, an important question pertains to the participants: Although the program begins using natural peer-group leaders, in an ongoing program should all students be given an opportunity to participate at some time during the elementary years? Another question is: Should the participants be selected through class elections, acting more as representatives of fellow students than as Leaders in the original sense (to be described later). This decision must be made by each school; either alternative has merit.

Initiating the Program

An advisor. One teacher or administrator must be responsible for working with the group of Leaders and for coordinating the faculty in designing and supporting the program. The Advisor's role in relationship to the faculty is three-fold:

1. Acting as group leader for staff discussions and problem-solving sessions related to the Leadership Program;

2. Encouraging and facilitating, through regular meetings, communication among the staff and between the Leadership Council and the faculty;

3. Generating teacher support for Leaders, offering counsel and assistance to teachers in order to increase the success of individual Leaders.

The Advisor's role in relationship to the Leadership Council would include the following behaviors:

1. Facilitating group activities—discussions, planning cooperating, etc.;

2. Providing information on resources and alternatives available to the group;

3. Training students in leadership skills such as conducting discussions or class meetings, exemplifying good citizenship by being responsible and dependable, and using problem-solving skills;

4. Helping students become increasingly self-directive through experiences like conducting their own Leadership meetings with a chairperson or learning to operate in task forces to carry out projects with increasing independence;

5. Providing continuous support to the group and individuals as it is needed to assure success.

Supportive behaviors include: simple cautions to the group when members seem unaware of possible consequences of their actions (e.g., "What do you think your classmates will do if you do that?"); checks on their organization and preparation for independent operation (e.g., "Does each person remember what he is going to do, and when?"); assistance to individuals in learning how to dependably follow through with responsibilities (e.g., "How will you remember next time to go to your post at 11 o'clock?"); helping Leaders find constructive ways of influencing peers when there may be a tendency to use negative means (e.g., "What would happen if you didn't fight back when teased by Billy?"); and guid-

ing Leaders in the evaluation of each session and preparation for the next meeting (e.g., "How did we do better today in our meeting?"). Opportunities for individual counseling directed toward self-improvement occur frequently.

Staff decisions. A student Leadership Program cannot achieve its purposes without the total support of the school staff. The entire staff—teachers, administrators, aides, and other workers—must be committed to increasing pupil power through responsible self-direction in the school. This commitment is most easily achieved if the teachers and administrators actively participate in structuring the basic nature of the program. They also must fully understand the implications of the decisions and their subsequent responsibilities to the students. Some of the most important decisions for the adults to make and be committed to are described briefly below.

1) What is the purpose of the Leadership Program for this school? This discussion should include agreement as to its importance and degree of priority of concern in the daily operation of the school. For example, is it more important for a Leader to fully carry out all of his Leadership tasks than it is to show steady academic progress? If teachers believe the academic achievement is always of highest priority, there is a tendency to use withdrawal of Leadership privileges (attending meetings or working on projects) as punishment for poor or incomplete work. Such actions can handicap the operation of the program and increase conflict between the Leader and teacher.

2) What is the probable duration of the program? Is it intended to be a temporary method of improving the school climate which will be completed in one or two years, or will the intention be to develop an ongoing program if the first year is successful?

3) What should be the extent of Leadership activities? Should there be a limit placed upon the depth of pupil involvement in changing the school environment? Possible alternative projects (which the Advisor or teachers may anticipate) should be discussed, and any limits or restrictions desired by the faculty should be agreed upon

before the program begins functioning. This precaution is necessary to prevent individuals from objecting later to acts of the Leaders as "out of bounds" and from resisting the efforts of the Leadership Council. For example, in the pilot program the Leaders asked the eight teachers to provide reward activities (cooking, dancing, art, and sports) each Friday afternoon. Three teachers considered that to be unreasonable demands upon their time. The Leaders felt the teachers did not really care about their efforts to reward good citizenship when the teachers refused to participate. (Anecdotal records can be found on p. 117-118).

4) To what extent shall the student Leaders and student population be granted actual power? It is vital that the teachers and administrators confront this question honestly, dealing with the difficulties they may experience emotionally in releasing more power or control to students. The teachers should face such questions as: "What will I do if a class discussion results in a decision I don't think is best? What will I do if during class meetings the students become rowdy? How will I react if a student is trusted to manage himself and he takes advantage by doing less than I believe is his best? If the faculty and Leaders disagree, how will the conflict be resolved--who will have veto power?" It is desirable that the teachers agree to trust the judgment of the Advisor regarding Leadership tasks and to make every effort to allow pupils to assume increasing responsibility for choosing from alternatives, solving problems of all kinds, and evaluating outcomes of decisions.

5) What plans or guidelines should be made regarding the frequency, time, length, and location of Leadership Council meetings? Unless teachers participate in these decisions, there is a tendency for them to object to the interruptions created by Leadership meetings. If all agree upon a relatively set schedule, teachers can plan so that the interruptions are minor and not resented. It is recommended that the Leadership Council meet twice a week either in toto or in smaller task forces. Frequent meetings allow immediate reporting of results and evaluation by the group as projects are undertaken and help to

keep Leaders more conscious of their roles and responsibilities. Meetings are most productive when geared to about a 45-minute session on problem-solving, planning, or evaluation. When many Leaders are low in skills for self-control, it is most productive to hold meetings in the morning. Teachers often object to relinquishing any of the morning instruction time, however, so afternoon hours should be considered. Noontime or after-school meetings were not successful in the pilot project because of the desire of many students to play with friends or to go home. Each school must evaluate these options.

6) Should any policies be set to protect the teachers from interruption of instruction? A morning broadcast of announcements over the public address system (if available) may reduce the need for interruptions during the day. Advance warning of withdrawals of Leaders from class at times other than scheduled might be desired by the teachers.

7) In what specific ways can teachers support the efforts of the Leadership Program? In dealing with this question the group should enumerate the teacher behaviors which enhance individual and group self-esteem and which encourage the development of pupil self-direction. (For guidance, see the description of desired teacher behavior beginning on p. 9.)

In addition, the staff must carefully attend to these three areas where their support is needed:

(a) the provision of time for Leaders to report regularly to the class, and assistance with the reports or control of the class as needed during the presentations;

(b) the organization of class meetings so that all students are aware of the importance of such meetings and all participate actively; and

(c) the development of skills and the provision of opportunities necessary for success—e.g., techniques for remembering responsibilities to the Leadership Council, and time granted to accomplish them without penalty.

Additional assistance is needed by those Leaders who may be underachievers with undeveloped abilities and a tendency to use negative means (such as physical force) and to disintegrate emotionally under

peer pressure (such as jealous teasing, challenges to fight, refusals to cooperate).

8) In what specific ways can administrators support the efforts of the Leadership Program? This question may involve determining policies about office referrals of Leaders for disciplinary action, allotting money for the purchase of awards or needed materials, and obtaining release-time one day a week for faculty problem-solving and communication about progress in creating a more desirable learning environment.

9) How can we best involve students in the initiation of the program? Should they help design it? Which decisions should they make with or independent of the staff? How can the ideas of a Leadership Program and its operation be presented most effectively to the student body? Perhaps the basic idea of some form of self-government or student self-management might be discussed with the students, and their opinions and ideas might be solicited in each class. Then the teachers could pool their information and make the essential decisions, establishing a skeletal form of the program. This skeletal form would specify the expectations or limitations held by the adults. From that point the Advisor would assume responsibility for developing and directing the program in consultation with teachers.

10) In what ways might parents or citizens become resources or helpers with the program? This may be especially important in regard to establishing special activities during noon recess, after school, or as rewards for Good Citizens (to be explained later).

The Selection of Leaders

The dictionary definition of "leader" is "A person who leads others along a way; a guide." One of the definitions of "leadership" is "The capacity to be a leader; ability to lead." These definitions provide the basic concepts on which this program is based.

In discussion with the teachers in the experimental project, it was agreed that in the school in which this pilot study was conducted many of the most influential leaders of the peer culture were

the students who interfered most with the progress of the class. They were often the most disruptive in the school, disrespectful toward adults, defiant of authority, and unproductive underachievers. Frequently they appeared mentally "bright" but performed one to three years below grade level in basic subjects. The complaint of the teachers centered upon the fact that these students easily gained the attention of their peers, detracted from teacher efforts, maintained high peer status, and frequently developed a following of fellow disrupters. Trying to curb the influence of these individuals was extremely difficult for the teachers, owing to the social power the leaders possessed and the social confidence and emotional independence from adults they had developed. The rewards of peer status and attention were most valued by these pupils, and their ability to maintain them severely lessened the importance of teachers' rewards and punishments.

It was these "negative" or "destructive" leaders who were the target of the student Leadership Program in this distressed school. Therefore, it was mandatory that they be included in the Leadership Council. It had been observed that any program or event in which they had no personal vested interest received from them either passive (ignoring) or aggressive (fighting) resistance. If they were antagonized or challenged by the demands of a program, the resistance became openly defiant and was directed toward defeating the individuals making the effort. The only hope for improving the school climate was to engage these negative leaders in constructive change while helping them find desirable means of maintaining the social status and peer attention they were accustomed to enjoying.

Teacher nominations. Because of the need to include both leaders who were positive in attitudes and behavior and leaders who were negative, and because of the need to achieve a balanced number of each type for research purposes, the selection of leaders in the pilot study was made primarily through teacher nominations. Teachers were asked to identify at least three positive and three negative leaders of each sex. (See Sample A, p. 26 for the form used.)

Sample A

IDENTIFYING POSITIVE AND NEGATIVE LEADERS AND STUDENTS

Teacher _____ Grade _____

Please read our definitions of "positive" and "negative" students:

A POSITIVE student is one who--

- generally likes learning and school
- has desirable work habits
- exhibits those behaviors desired by teachers

A NEGATIVE student is one who--

- often conveys disinterest or dislike for school and learning tasks
- tends to be disruptive or unresponsive
- exhibits those classroom behaviors not desired by teachers

Now, look at your class list. Identify at least three and up to six boys and girls for each category. Try to list them in rank order from most fitting the description (#1) to less fitting.

POSITIVES	NEGATIVES
Girls	Girls
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Boys	Boys
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Go back and circle the numbers of the ones you think are actual or potential leaders who could influence their peers. Any comments are welcome on the back of this sheet.

Peer nominations. The students in each class were simply asked, "Who can get you to do the most?" They were provided with a list of the names of classmates and were asked to name four. They were asked to also name the four who "are least able to get you to do something." The second question was for research purposes only. (See Sample B, for the form used.) The students were unaware of the purpose of the nominations. This indirect approach was vital in beginning the program in a very distressed school. It was essential that students with the greatest social influence be identified and from that list leaders would be selected to initiate efforts to bring about changes in pupil behavior. If the Leadership Council were to become an ongoing program, some form of direct peer nomination and election by classmates to select representatives would become necessary.

Final selection. In the pilot project, the results of peer nominations were compared with teacher recommendations, and students high on both lists were selected. The comparisons showed that the teachers could accurately identify students high in social influence. In some cases students low in peer nominations were selected from teacher nominations in order to have equal numbers of types of Leaders (girls, boys, positive, and negative). This occured most often in classes where there were small numbers of girls and the boys dominated events in the classrooms.

The study showed that the students who were most successful as Leaders were those highest in peer nominations. It would seem advisable in initiating the program to utilize both sources of leader identification, but to give heavier weight to peer votes.

Sample B

SAMPLE FORM FOR PEER NOMINATIONS

Nathan
Naomi
Reggie
Rosalind
Fred
Rochelle
Rex
Jennifer
Charles
Marvell
Lynne W.
Anna
Eric
Barbara
Louis
Gay
Gary
Vicki S.
Cookie
Sandra
Frankie
Yolanda
Tony M.
Karen
Lee
Alsia
Brian
Charlay
Paul
Lartharee
Timothy
Vickie Terry

Which four persons can get you to do the most?

1. _____
2. _____
3. _____
4. _____

Which four persons are least able to get you to do something?

1. _____
2. _____
3. _____
4. _____

Teacher:

The effect of including negative leaders. The experience of participation in the Leadership Program was most beneficial to negative Leaders who were high in peer nominations. They were able to successfully redirect their energies into constructive activities because they had sufficient peer support and no significant threat of loss of attention or status. These Leaders made major contributions to the success of the program. Of seven medals given for exceptional leadership at the end of the first semester, three were awarded to previously negative students.

The negative Leaders who were relatively unsuccessful and did not benefit as much from participation in the program were those who lacked basic social skills and other essential abilities. A large number of the negative Leaders had gained their social power through physical competence and often they had not achieved academically for one reason or another. This meant that they were unskilled in following directions, listening and thinking, and in controlling negative emotions.

The outcomes of the pilot program suggest that participation in the Leadership Program is extremely beneficial to negative student Leaders when:

(a) they want to be on the Leadership Council,

(b) they have peer support as evidenced by peer nominations,

(c) they have adequate skills for carrying out tasks, or the teacher and Advisor are able to develop those skills rapidly to prevent failure, and

(d) they are not so emotionally disturbed that hostility cannot become controlled or that frustration and fear of failure prevent the learning of desirable new strategies of behavior.

If the basis of selection is primarily peer nomination or election, the number of negatives need not be equal to the number of positive Leaders. In fact, it is desirable to have only as many negative students as are seriously interested in participating constructively on the Council. The staff should be cautioned, however, that negatives will fear failure and will need encouragement to participate. Teachers must sensitively evaluate the probable success of individuals in the Leadership role. When in doubt, it would be wisest to allow the student to participate until such time as his behavior clearly indicates he is uninterested. At no time should a pupil be excluded from the program because of past histories of conduct. That would defeat a major purpose of the program. Negative students should be excluded only when teachers conclude that there is a high probability of failure. Then, the child should be helped to work to improve his skills with the incentive of possible inclusion in the program during another term.

Sex. Again for research purposes, an equal number of males and females were included in the Leadership Council. This is an open question which each school staff should answer to its satisfaction. Equal representation posed problems when classes were highly unbalanced. It may be that proportional representation or simple election would be best. Perhaps students should make this decision.

The number of leaders per class. In the pilot project, four representatives were selected from each class. This number was to allow equal representation by sex and by attitude (positive and negative) and to encourage more distribution of power and Leadership responsibilities within each class. This resulted in 32 Leaders which provided a large resource of pupil ideas, leadership skills, and time to carry out projects. With 32 Leaders it was possible to conduct more projects, require less time of each individual, and to do such things as divide a class into four groups of eight for class meetings.

The large group of 32 also had its disadvantages. It was too many to participate in problem-solving sessions if individuals had undeveloped skills of listening and reasoning. Therefore, most

Leadership meetings were divided into two groups, one meeting in the morning and one in the afternoon. If pupil discussion and problem-solving skills are more highly developed, 32 students would be a feasible number.

It should be mentioned that if the decision was to have two representatives per class, the weight of power and responsibility accorded to individual Leaders would be greater. If those students have weak skills, the success of the program will be diminished. However, where there are about 12 classes involved and the quality of student leadership is relatively high, a group of 24 might be a more ideal number to coordinate.

Involving All the Students

The method successfully used to involve all the students in the development of a Leadership Program was contained in three steps. First, the general idea of a Leadership Program and its purposes were introduced to classes for informal discussion over a period of about a week. Then, class discussions of what the Leadership Program should be were conducted by the potential Advisor or classroom teachers. About a week later, a formal program was briefly outlined to the students and the first classroom representatives to the Leadership Council were announced (see Sample C). In the experimental project the students were not given a chance to accept or reject the idea, as would be desired. In this situation there had been no successful experience of any sort with student participation in the management of the school. Therefore, since feelings were basically hostile and rebellious, the program was presented in a very positive manner. With less resistant, negative, and inexperienced students it would be advisable to involve them more extensively in the basic decisions.

Sample C

THE ADVISOR'S OUTLINE OF THE EXPLANATION OF THE PROGRAM TO ALL CLASSES

The advisor visited each intermediate classroom and presented the information about the Leadership Program in the manner informally outlined below:

Recall class meetings, "talks" and interviews with kids on videotape; responses of students on TAMS questionnaire last spring.

"It is obvious many of you (students) have some very good ideas about how (this school) could be a better, a happier place.

How many students are there in grades 4,5,6?

What I think is that if all 300 students worked together, they could change things for the better. Agree?" (Compare to government idea of democracy.)

Student "reps" or Leaders have been selected to be members of Leadership groups--to be Leaders of the 300 intermediate students in our school; to help us study how to improve things. These "reps" will meet Tuesdays and Thursdays in the afternoons, starting today. They will do such things as be a "shadow" to the principal and counselor for a whole day to study their jobs and their problems. They will be visiting the municipal Council Chambers in a couple of weeks to meet the councilmen. In the Leadership meetings they will do things and talk about things.

They will share what they do and find out with you, if you wish. They will bring your ideas to the Leadership meetings, too. You will help them make decisions and plans.

Since being a "rep" or a Leader is such a big job and a great opportunity we wanted as many to be able to be in the group as possible. Four have been chosen from this class to start with; after a few months, four others will replace them. Your "reps" are _____ _____.

Chapter 5

THE INITIAL LEADERSHIP COUNCIL MEETINGS

As has been implied, the most critical obstacle to the success of a Leadership Program in a distressed school is the absence of developed skills in the Leaders--skills of problem-solving, carrying out responsibility, listening, thinking, and remembering. This fact strongly influenced the organization and content of the sessions in the early development of the program and again when the second-term leaders began to participate. The first part of this chapter provides some suggestions based on experience with the pilot program. The second part gives the reader a sample outline of the first session and some specific advice regarding potential problems the Advisor may encounter.

Collecting the Leaders

It may not be necessary for the Advisor to do any more than greet the Leaders as they arrive at their meeting place. However, in the experimental situation the Advisor quickly discovered that neither Leaders nor teachers could be depended on to remember when the Leaders were to be excused for the meetings. This was true even if they were reminded when returning to the classroom after recess, within minutes of the meeting time. A second problem emerged: Leaders tended to come through the halls noisily and not without clowning or scuffling among some. Therefore, it appeared necessary for the Advisor to go to the classrooms and collect the Leaders for the first few meetings.

A Chairman of the Day was selected for each meeting, and collecting the Leaders was part of his duties. The Advisor provided the Chairman with a list of the rooms to go to and a reminder of any materials the Leaders were to bring (which otherwise also were frequently forgotten!). After six to eight weeks, it became unnecessary to collect the Leaders anymore, except on special occasions. Sometimes the office intercom was used to remind Leaders of the start of a meeting. But

generally the goal of student responsibility for remembering and arriving on time was attained within two months.

The Meeting Place

Most schools do not have a large variety of available meeting places from which to choose. In many cases there is no choice. Least desirable is a place which receives a large amount of traffic (students or adults coming and going) and has numerous potential distractions--e.g., a cafeteria. Most desirable is a room not far from the classrooms, which is large enough so that individual seats may be arranged in a circle or U-shape. When children have difficulty controlling the use of their hands and mouths, it is desirable not to crowd them into a small area. The quality of the furniture is not as important as having a sufficient quantity. Adult folding chairs actually lend an air of importance and privilege to the meeting.

In the Leadership Council meetings it is as important as it is in classroom teaching that the students enter a room that reflects adult preparation, organization for action, and anticipation of fun and success. When Leaders arrive for a meeting they should find a smiling Advisor greeting them, chairs arranged ready to be used, and an agenda on the board. After the Leaders become accustomed to the procedures and standards of conduct for arriving, they may enjoy helping to prepare the room for the meeting.

The Content of the Sessions

In addition to explaining the purpose of the Leadership Program, use the meetings during the first months to cover the following areas:

I. Learning about the organizational structure of the Leadership Council

   A. The role of Leaders in the meetings

   B. The daily role of Leaders in the classroom and on the school grounds

   C. The role of the Advisor as helper and resource

D. The role of the Chairman of the Day (i.e., to conduct the meeting)

E. The use of the agenda to be posted on the board

II. Learning about the operational structure of the Program

A. The role of Leaders in the classroom

1. Gathering opinions from individuals and groups of classmates and from adults in the school

2. Reporting on Leadership Council meetings to the class for discussion

3. Informing classmates of possible plans

4. Serving as a model of self-improvement; setting an example of conduct

5. Leading the organization of projects for improving the classroom

6. Conducting class meetings for problem-solving relevant to the Leadership Program

7. Enlisting the cooperation of classmates in projects to improve the school

B. The role of the Council

1. Pooling ideas

2. Studying the problems and alternative solutions

3. Proposing and planning projects to carry out

C. The role of the Advisor: providing help and encouragement as needed

D. The role of the teachers and administrators: providing help as needed

III. Developing the skills of a Leader

A. Identifying the abilities the students have and how they might use them more effectively

B. Identifying what specific behaviors a good Leader will have and discussing the potential consequences of various kinds of behavior in social situations

C. Discussing techniques to bring success

1. How to develop self-control

2. How to handle teachers, bullies, jealous peers, and challenges to fight

3. How to remember what to do when

IV. Engaging in the first stages of problem-solving

A. Gathering opinions and information on the changes needed in the school and alternative ways of bringing about the changes

B. Setting goals

Advisor Preparation

Although the Advisor's preparation for Council meetings is as important as the preparation of a teacher for teaching a lesson, the Advisor must remain even more flexible than a teacher usually does. Because the children come from different classes in school and from varying socioeconomic atmospheres, often the best of plans must be abandoned to deal with immediate needs. For example, if the students should arrive from one class expressing hostility and frustration over an incident with their teacher, before any planned leadership work can begin the problem must be confronted. Such incidents provide the Advisor with current, meaningful examples for study. The group can help the Leaders of that class analyze the causes of the incident and the likely outcomes of some alternative reactions. Valuable learning will result.

Besides helping the group evaluate each session and plan for the next one, the Advisor must be alert to the need for the following types of preparation:

Gathering tools Leaders might use to collect information from interviews or discussions (e.g., opinion inventories).

Preparing skill sessions for which the need is evident--e.g., how to structure situations for practice in interviewing, leading group discussions, or giving reports to the class (Note: dittoed outlines help).

Anticipating the outcomes of problem-solving by the Leaders, the goals they are apt to set.

Exploring in advance alternative types of projects which might help the Leaders meet various possible goals--e.g., awarding privileges for good citizenship behavior.

Working closely with Leaders who lack confidence or have weak skills, especially the negative type who need help in learning how to participate more successfully in the Leadership meetings as well as in the classroom.

Keeping in touch with the teachers about the behavior of Leaders that would indicate the relative effectiveness of the program and Council sessions.

The Vital Support of Teachers

As was previously mentioned, the Leadership Program cannot be successful without the full and consistent support of the teachers. As a reminder, the most important teacher behaviors are listed below:

Allowing time for the Leaders to report to the class and to lead discussion about the report.

Holding regular class meetings, building the skills of cooperative problem-solving (listening, thinking, evaluating, and deciding).

Watching for ways to intervene to prevent failure--e.g., showing constructive alternatives to the use of force to influence others, reminding Leaders of responsibilities and building their skills for self-direction, helping Leaders find time and opportunities to succeed at their tasks.

Communicating confidence in the ability of the Leaders to successfully become self-directive and to accomplish their goals.

Detailed Procedural Guidelines for the Advisor

I. The First Meeting of the Leaders

A. Advisor Preparation

1. Inform Leaders and teachers of the time and place.
2. Arrange the chairs in a circle; fix up the room.
3. Have a pocket notebook and pencil ready to give to each Leader.
4. Prepare a chart for "shadowing" administrators--after clearing the dates with them. Ditto the schedule for the Leaders.
5. Print letters inviting parents to a "tea" to honor the Leaders and to learn about the program.
6. Collect the Leaders at meeting time.

B. The Session

1. Get acquainted.

Collecting the Leaders and walking with them to the meeting place afford some opportunity to study names

(if they are not known) and to chat informally. The Leaders may be so excited, however, that serious conversation is impossible. But, this introduction to the Leadership experience is important because first impressions influence the attitudes and behavior of individuals in a new situation. From the first moment, Leaders should be encouraged to walk down the halls with dignity and pride as Leaders setting good examples. They should sense that the Advisor is warm and friendly but that she sees the meeting as serious business. Inappropriate behavior en route to the meeting should not be accepted and Leaders should be helped to understand why their behavior in such circumstances is so important.

When all Leaders have been seated in the circle, the Advisor should make some positive statement to the group--e.g., "I am so glad all of you are here. We're going to have fun and do some very important things in school!" or "You certainly are a marvelous group of Leaders! I really was proud of the way you came to this room, walking so quietly, and sat down ready to begin! We're going to have a great time together!" The purpose of this is obviously to begin the first meeting with a genuine expression of confidence and pride in them and of anticipation of fun and success.

Introductory comments should follow. If the youngsters are shy, names may be all they can manage. If they are more comfortable, especially if they know the Advisor, they might tell something more personal about themselves (e.g., what they can do best or like most to do) in addition to their name and class. If the Advisor is not well known to the group, she should tell about herself briefly--mainly why she volunteered to be the Advisor for this group.

2. Establish the purpose of the group.

The Advisor should tell the story of how the idea of having a Leadership Program in this school got started. Much of this description will repeat that which was told to the classes when introducing the program, so Leaders may be asked to help retell why the Leadership Council has been formed. During this time, the explicit purpose of the group should be very clearly stated again: To help make the school a better place. The Advisor may ask the group why some people thought it ought to be a better place--what problems do we have?

This discussion should be kept brief and the Advisor can assure them that this will be the main topic of study for the next few sessions.

3. Describe how the Leadership groups will function (including possible kinds of Leader tasks and the role of the Advisor).

The Leaders should be told exactly when the meetings would be held and whether or not they should come independently or wait for the Advisor to collect them. The overall plan of the program should be carefully described. The Leaders will gather ideas from classmates and adults in the school about how things could be improved; they will study how adults work in the school and what problems they face and need help with; they will look for jobs or projects to do to improve the school and then do them. According to the response of the group and their attention span, the Advisor may go into more detail about what kinds of things they might do.

It is most important in this discussion to stress that the students will have the power to change things. They will study what the problems are, set goals, and choose the projects they want to do. The Advisor is only a helper, a resource. She will help them successfully accomplish whatever they want to do and will help them think things through carefully. They need to be assured that their ideas will be respected and that the Advisor will give them more ideas to consider, as well as materials to use.

Note: Throughout these initial discussions, the Advisor needs to be alert to needed explanations. For example, most of the Leaders may not understand the word "goal." When this occurred, I used the analogy of the goal in a football game.

The advisor also must be watching the reactions of individuals to determine the level of attention and understanding. The emotional communication in this meeting is far more important than the factual. The Leaders must feel that the Advisor will help them with any problems; that they have a very important responsibility in the school now; and that they can be successful in fulfilling the responsibility, i.e., in changing the school for the better.

4. Planning to interview classmates and record ideas in notebooks.

   At this point, the idea of involving all the students in the school in the program should be introduced, based upon the idea that if all the students worked together to change things the school would become a much better place. The Leaders are to provide leadership by starting conversations about changes, gathering together ideas from others in the school, and planning ways students can improve the school. The idea of class discussions can be introduced, but it would be better to concentrate on interviews, which are easier to handle at first.

   The Leaders can be asked what the purpose of the interviews is; what question should be asked. They should be helped to think in terms of a simple question, "How would you change the school to make it a better place?" The Leaders will be best prepared for this if they practice first.

   Divide the group into pairs to practice interviewing each other. (If the group is having difficulty controlling the tendency to be rowdy or horseplay, ask for volunteers to show the group. Then, observe several pairs and discuss good points about the interviews.) If the entire group practices in pairs, afterward have a general discussion of potential problems and good things to do.

   Present the notebooks to the Leaders, asking each to write his name on the cover and to keep it in a pocket or the desk in the classroom. Use of recesses and other times for interviews should be discussed. The Advisor should tell them each can report what he finds out in the interviews at the next meeting.

5. Prepare to "shadow" administrators and report findings.

   The Advisor can explain that other ways to gather information about the problems in the school are to use one's eyes and to find out opinions of adults in the school. "Shadowing" will be a way to do that.

   "Shadowing" is simply being a shadow to an administrator (by following close behind) for an entire day. The Advisor can give each Leader a copy of the schedule and have each one find his name on it. Then, the procedure must be explained:

Find your name on the chart.

Look at the date in the first column.

Now you see the three names of the people who will be shadowed: the principal, vice-principal, and the counselor. There is a column for each one across the top.

Put your finger on your name and look to see what name is at the top of the column and what day and date is in the first space of the row going across the sheet to your name.

Now you know who you will shadow on what day. Your teacher has agreed for you to miss that day of class, but you may have to make up some work--not all of it!

It is your responsibility to remember to go to shadow on your day. You may meet the person in the office at 8:30 a.m. and may stay even after school if you wish.

Write down in your notebook things you see while "shadowing" which would be helpful to us and ideas you may get from the person you shadow.

6. Invite parents to a "tea" to learn about the Leadership Program.

   Briefly explain the tea and the letter ready for them to take home which tells their parents of the honor their son or daughter has received in being selected to be a Leader. Select a host or hostess to help prepare the refreshments and to greet parents at the door. Ask for a Leader to show how they should introduce their parents to the Advisor.

7. Dismiss the group with encouragement to return to the classroom as nicely as they came (or with more dignity, perhaps!).

II. Handling Problems in the Initial Sessions

There are four problems the Advisor is apt to encounter when conducting the initial Leadership Sessions, especially in a very distressed school. On the basis of the author's experience with these problems, some advice is offered for the purpose of helping other Advisors solve the problems quickly. The degree of success the Advisor has in correcting the deficiencies which create these problems is a major factor governing the extent to which the Leadership Program achieves its

goals. Specific incidents created by these problems will be found interspersed throughout the anecdotal records in Chapters 8 and 9.

A. Negative, Disruptive Behavior During Meetings

It has already been stated that some of the Leaders will be students who are not very stable emotionally and who are accustomed to experiencing failure in school-required activities. These youngsters may feel such discomfort in a new situation, especially with heavy responsibility and high expectations for success attached by others, that their fear of failure prevents them from maintaining self-control. When this is the case, the usual responses include "capping" (making comments which insult or "put down" others very cleverly), making silly retorts during serious discussions, and agitating others through body contact (e.g., pushing, tripping) or snatching possessions (e.g., pencils, notebooks, hair ribbons). These Leaders will be in continual competition for attention and control of the situation during meetings, as well as in the classroom. Other Leaders usually are not able to inhibit these individuals because any effort to influence their behavior is perceived as an effort to control them and a threat to their independence. In defense of pride in being independent, then, the very negative Leader will have great difficulty overcoming the habit of responding to any external pressure as a challenge to be met with physical force or absolute defiance.

What can the Advisor do? He or she must help the student who is disrupting meetings to believe he can succeed as a Leader without losing the attention and status he wants. She will help him learn new ways to handle situations more effectively. At the same time she must clearly be firm in her expectations of him. This type of student will not respect the adult he can control or dupe. To gain his respect, the Advisor must at once communicate respect for him and confidence in his potential constructive leadership while firmly setting limits. Much of this may have to be accomplished outside the meetings. In the meetings, there are three effective ways of dealing with the problem:

1. Involve the entire Leadership Council in establishing standards of conduct for the meetings and for being Leaders throughout each day. Three questions can accomplish this:

   If someone is watching you, what kinds of behaviors should he see to know you are a Leader who can help improve the school? (How would he

expect a Leader to act during a Leadership meeting? In the classroom? On the school grounds?)

Why do these specific behaviors help people be successful leaders?

What should be the consequences if someone in the group continually refuses to behave in these ways?

2. Establish contingencies for remaining in the group (through a group process, if possible).

A Leader may remain active in the Leadership Council only as long as he or she--

wants to participate constructively (to help us reach our goals); and

shows respect for others--listens, takes turns, is willing to help others, behaves appropriately according to group standards.

3. Clearly communicate that each Leader is wanted in the Council; no one will be happy if a member of the group has to leave. But, if someone insists upon disrupting the work of the group, he will be asked to leave because he is not ready for leadership. The first time, he will have to leave for the remaining part of the meeting. On the second occasion, he will not be able to continue as Leader for that term. The class will have to nominate a replacement.

Note: This position may appear harsh but it was necessary in the distressed situation where youngsters were accustomed to punitive controls. Initially the Advisor avoided such a stand, but only after this position was taken did some of the Leaders settle down and the operation of the meetings become more productive and pleasant. (See descriptions of the first phase, page 81 ff.)

B. Failure to Remember Responsibilities

1. To come on time to meetings and to behave appropriately en route. It has been suggested already that collection of the Leaders, by the Advisor initially and later by a Chairman of the Day, may be the solution. However, at some point the Leaders must become responsible for getting themselves to the meetings. At that time, three acts by the Advisor are important:

Praising those who are prompt and well behaved.

Encouraging the group to express their feelings when their activity is delayed or prevented by

the negligence of some--or when a Leader behaves poorly in the school.

Affirming personal belief in the ability of each individual to manage himself--to remember what is expected and do it to keep the respect of others.

2. To complete tasks (e.g., prepare reports, hold class discussions, go to a classroom as the teacher's aide).

   Initially when this happens, it is best to focus on praising those who did complete the task. If some Leaders persist in forgetting, the Advisor should confront them either individually in private or in a Council meeting to ask: "Why do you forget your job? What is the problem? How can we help you and prevent it from happening again?" The Advisor may need to spend some time helping individuals establish some plan for prevention of forgetting--using memos to self or from the Advisor, getting another Leader to help remind him temporarily, etc.

   Note: Most students failed to carry out their responsibilities as Chairman of the Day for similar reasons --they forgot to plan with the Advisor, or they forgot what to do during the meeting and could not do more than struggle to read the posted agenda and receive step-by-step instructions from the Advisor. This problem is described in more detail on page 75.

C. Lack of Developed Skill or Interest in Problem-Solving

The nature of this problem is described in Part III, beginning on page 75. Three points warrant emphasizing here, however:

1. Continually work at developing those skills; some will learn rapidly through repeated opportunities with skillful assistance from the Advisor. Others will be very slow in overcoming the fear of failure or in developing patience and powers of reason. Relevant problems will create interest.

2. Gain the dependable assistance of teachers; the more continually the child has opportunities to develop problem-solving skills, the more rapidly he will learn.

3. Try to prevent the group from "gross failures" in making decisions; e.g., one group was intent upon giving each Good Citizen a bag of popcorn they made; the Advisor had to help them think through the specific requirements of corn poppers, outlets, and time to provide 260 bags!

D. Fear of Public Failure

The fears of students about failing publicly when leading class discussions, interviewing adults, or reporting to a group are well founded, especially where skills are weak or peer support is lacking. There are three specific techniques which help reduce this problem:

Practice

Observe a Model and Discuss Techniques for Success

Gain Assistance from the Advisor

To illustrate these techniques and their relationship, the example of preparing to lead class discussions will be used. In the Leadership Council meeting, evaluate as a group the quality of discussions held in the meeting. Then, divide into groups of four to discuss the topic to be discussed in class. Alternate responsibility for being the discussion leader. If more practice seems needed, combine two groups to involve eight in a discussion. Afterward, involve the entire group in evaluating effective techniques of leading discussions and of handling difficult situations (e.g., someone who keeps interrupting or gets angry and disrupts).

If the skills of the students indicate they are not ready even to practice and discuss, the first effort should be to provide models for the group to watch and then discuss. These models may be more competent members of the group or outsiders (even staff members could role play a class meeting for them!).

After the Leaders have prepared for their class discussion, the Advisor should give them some dittoed reminders to help them. (Samples of memos to help Leaders lead discussions and to give reports are found in the record of the November 11 meeting, pp. 91-93.) Usually these aids must be constructed after the meeting in which the decisions have been made or information has been compiled for reporting.

This section does not deal with all types of problems that may be encountered, but it attempts to share the techniques that have proven successful in reducing some problems of major importance. The Advisor must always be resourceful and use his or her own creative genius in problem-solving with a particular group and situation.

Chapter 6

PHASE TWO LEADERSHIP MEETINGS: SELECTING AND IMPLEMENTING PROJECTS

Once the initial information-gathering and problem-solving stages have been completed, the Leadership Council must determine what methods they will use to achieve their goals. The nature of the goals, of course, will strongly influence the projects designed to reach them. The Leaders in the pilot project selected the goals of reducing fighting and the incidence of unkind words among students. These two types of behavior were disturbing to many students as well as to adults. The goals were easily decided upon and unanimously supported.

Considering Alternative Projects

Ideas for projects to help the students in the school achieve their goals should be pooled from adults and pupils. The Advisor should gather ideas from the faculty, informally and in meetings. The Leaders should gather ideas from fellow students through class discussions, interviews, or informal conversations on the playground. Classes may vote on suggested projects and select one or two to recommend to the Council. The Leaders would report the class vote to the Council, which would compile the suggestions and make a final selection. If the students do not respond with ideas for projects, the Leadership Council may study alternatives with the help of the Advisor and then submit several plans to the students for selection. In some cases it may be advisable that the Council make a specific recommendation to the students through the reports of Leaders who would gain a vote of acceptance or rejection from the classes. Selection from alternatives is more desirable, however, to encourage the growth of student decision-making skills.

It is important that the Advisor help the students consider the potential outcomes of the projects being considered. Often, when they have no experience with such endeavors, students become over

zealous and tend to undertake projects that are too large and complex. Success with the initial efforts to bring about change is extremely important. Therefore, the Advisor must caution the students against expecting to create radical transformations overnight and should encourage them to start with smaller, simpler steps. They need to understand that people change their behavior and attitudes slowly. They also need to learn how complex a project they can manage successfully.

Ideas for Projects

The Good Citizen Project. An error in judgment occurred in the pilot program when the Leaders were allowed by the Advisor to attempt a very extensive Good Citizen Project (see pp. 97ff). However, the basic plan was worthwhile, and if it had been implemented in small stages it probably would have been extremely effective. The Good Citizen Project was simply a reward system for the desired behavior. The error was in the decision by teachers and Leaders that pupils should monitor their behavior throughout each day. The decision was grounded in the belief that if it were only for an hour or two, as suggested by the Advisor, students would delay fights until a later time, and hostilities would increase during unmonitored periods and after school. Therefore, they decided that students should make a total effort, being accountable for their behavior even after school. This extensive recording of behavior became too much for some students and teachers.

The procedures for the Good Citizen Project involved self-monitoring of behavior, Leader and teacher checks on individual records, and the granting of tickets for reward activities on Friday afternoon to "Good Citizens". Each student in the intermediate grades had a Good Citizen chart for each week (see p. 107). The teachers were asked to remind the class at the end of each hour to evaluate their behavior. A student could grant himself one point for having participated in no fights, one point for having said no unkind words, and one point for "building", i.e., helping the class and himself accomplish their goals.

A bonus point could be given if the student had done anything to prevent fighting or unkind exchanges. Every Thursday each student was to tally all of the points. The Leaders had set a minimum percentage of the total possible (excluding the bonus category) to designate Good Citizens (75%). Leaders and the classroom teacher checked each record and talked with an individual if there were large discrepancies between his recorded points and the number considered reasonable by others. Those receiving Good Citizen tickets could participate in their choice of reward activities on Friday afternoon.

It was intended that all students would be capable of earning the rewards. This seemed to be occurring, but problems arose as teachers accused the students of indiscriminately granting themselves points without accurately evaluating their behavior. When some teachers began revoking points and resuming control, many students became angry and rebellious. The most destructive blow to the project, however, was the failure of the teachers to cooperate by providing the reward activities promised on Fridays. This failure created a serious breach between the students and teachers. The students lost their trust and confidence that the teachers would honestly support their efforts through the Leadership Program (see pp. 117-118 for more description).

The Good Citizen Project seemed to have the potential of significantly changing the behavior of students and creating more positive attitudes. It would be most successful, it appears, if commenced in small stages--for example, self-monitoring of behavior for an hour a day or during critical activities such as class discussions or lining up to enter class. The teachers' commitment to provide the reward activities without fail is essential. Alternatives such as parent participation in such activities should be explored. Administrators, too, might relieve teachers of such responsibilities.

Task force projects. When it became evident that the Good Citizen Project was too complex and lacked sufficient teacher support, the Leadership Council reevaluated it and responded favorably to the

suggestion of the Advisor to create smaller task forces. Leaders would continue to monitor their behavior and would concentrate upon being constructive forces and model citizens in the school. The original list of suggestions used to select the first project provided the group with ideas for new task forces. Leaders matched their personal interests and abilities to possible projects and groups were formulated accordingly.

This organization had two distinct advantages: (a) Leaders selected specific tasks in which they were interested and would find satisfaction; (b) the tasks were simpler, shorter in duration, and more suited to the abilities of the individual Leaders carrying them out. Each task force contributed to the improvement of the school. However, they will be described below in the order of most to least valuable in contributions toward improving the school environment, as judged by the Advisor.

Monitors: These Leaders evaluated the behavior of students in each intermediate class and some primary classes while they were lining up after recesses. Classes with perfect behavior received a blue ticket; almost perfect behavior earned a yellow one. Classes with all blue tickets in a day were given a Good Citizen pennant for their window. The best classes during the week had their class picture placed in the office showcase beside a Good Citizen plaque. In the opinions of the staff, the improved lining-up behavior was the most remarkable contribution of the Leadership Program. Some teachers had been spending up to 20 minutes after recess trying to gain control over the children lining up in order to enter the classroom. (See pp. 50 and 51 for the guidelines and record sheet used by the Monitors.)
This type of Monitor evaluation procedure could be adapted to many school problems.

Noontime Activities: This group of Leaders organized dances on the basketball courts outside. The staff anticipated fights erupting over teasing, but not one occurred during the dances. Some organized games and sports were set up by this group also. All activities were

MONITOR PROCEDURES

TEAMS:	1)	GARY R.	GARY P.	2)	ROCHELLE L.	FREDA A.
		REGGIE F.	GREG S.		RHONDA H.	GAIL S.

**Be standing at the end of your hall THREE MINUTES BEFORE THE BELL rings. Remind kids to line up on time.

CHECKLIST: (for each group)

1. one leader WATCHING THE CLOCK to signal three minutes after the bell (11:03, 12:48)
2. one leader with a FLAG TO RAISE on seeing the signal that time is up.
3. one leader with the RECORD CHART on a clipboard and a pencil ready.
4. one leader with "GOOD CITIZEN REWARD" TICKETS--blue and yellow.

STEPS:

1. Get the materials (flag, chart, etc.) from the office.
2. Raise the flag on signal.
3. Each leader watch 1 or 2 classes especially.
4. Leader with chart call out room numbers;
   Leaders watching report 0, 1, or 2 as score for each room.
   Record the score for each class in the hall.
5. Leader take blue tickets to classes scoring 1;
   yellow tickets to classes scoring 2. (One ticket per class)
6. Return materials to the office. Go right to class quietly.

WINNING CLASSES: LINING UP

Conducted by School Leaders, 1972

Directions: Put a 1 in the box if all in the class were lined up promptly on time;
Put a 2 in the box if only a few were not in line properly;
Put a 0 in the box if the class was not ready.

	#15	#18	#19	#20	#21	#22	#23	#24	#25
Monday, 11:00									
Monday, 12:45									
Tuesday, 11:00									
Tuesday, 12:45									
Wednesday, 11:00									
Wednesday, 12:45									
Thursday, 11:00									
Thursday, 12:45									
Friday, 11:00									
Friday, 12:45									
TOTALS: #1...									
#2...									
GRAND WINNER:									

well attended and the playground fights were nearly eliminated on those days (two each week).

Teacher Aides: Many Leaders assisted kindergarten-primary teachers in their classrooms. The emphasis was upon setting an example while helping to prevent children from becoming confused, frustrated, or disruptive. This task proved very beneficial for Leaders who were relatively low in self-esteem. Often they helped the classes line up after recesses and organized games for them at noon.

Office and Administrative Assistants: These Leaders helped with the supervision of student behavior on the playground, in the halls, and during lunch in the cafeteria. They assisted with supervising kindergarteners arriving and leaving school, including guarding their safety while awaiting buses or crossing streets. They also delivered supplies and distributed audio-visual equipment, which they occasionally operated for the teacher. This group included some Leaders who were especially in need of feeling more important and powerful in the school. Their position was envied as high in social status.

Videotaping: This group dramatized on videotape some common problem situtations, illustrating the different ways situations can be handled and the consequences that result. The purpose was for teacher use in stimulating class discussions. The value of their work was dependent upon teacher use of the tapes (see pp. 127-129).

Other possible projects. Suggestions that seemed worthwhile but were not used in the pilot study include the following: planning and conducting regular assemblies with extensive student participation; improving the cleanliness and safety of the grounds; raising money for purchasing more play equipment (as through the sale of collected aluminum cans); rewarding students for good manners in the cafeteria and in the halls. All but the first one were planned by a class as their special project. Encouraging class projects was an efficient method of increasing the responsibility of all students and accomplishing more kinds of tasks through the Leadership Program. Unfortunately, all but two teachers failed to encourage these projects, so most of them were

not completed. With adequate teacher support, the results would have been most valuable.

Modifying the Meeting Schedule

When all Leaders have volunteered to participate on a task force, the Advisor should set up a new meeting schedule. To maintain a sense of identity and communication regarding the work of all Leaders and their progress, it is desirable to meet once a week as the entire Leadership Council. This meeting could be held on Monday or Thursday, at which time each task force would report to the Council and receive suggestions. At this meeting, problem-solving or planning of events pertaining to all Leaders could be accomplished. Then on Thursday or Friday the Leaders could meet with the Advisor in their task force group for specific planning. The smaller group of six to ten was ideal for efficiency.

Restructuring the Meetings of Task Forces

These meetings pertained primarily to the specific objectives and plans of the group rather than to general problem-solving. Initially the task force must consider alternative ways of accomplishing its task, but once a method has been selected the sessions need to focus on evaluation and modifications. In the small group the Advisor can more effectively help individuals to be successful through providing guidance and training. For example, the Monitors had to rehearse several times how to obtain their materials (a record sheet, warning signal flag, armbands, Good Citizen tickets, and pennants) and how to be in position before the final recess bell. It was also necessary to drill on the procedure of evaluating classes and to discuss and role play how to handle challenges of unfairness, etc. The presence of the Advisor was necessary every recess of every day in the beginning. The group was totally independent after two weeks of operation.

The small task force affords the Advisor an opportunity to counsel individuals. In the experimental program most of the Leaders continued to monitor their behavior during class time and enjoyed sharing their records with the Advisor. Some Leaders became frustrated

in relationship to teachers or peers and needed help in learning how to constructively handle their feelings. The small groups were very valuable in terms of personal growth as well as school improvement.

Chapter 7

THE ONGOING PROGRAM

Modifications and Changes

As projects are completed or lose their effectiveness, the Advisor should help the Leadership Council plan the next steps. Sensing when a project should be stopped is quite often both difficult and crucial. If an ineffective project is pushed too long, the Leaders may end up with a deep sense of failure.

It seems advisable that the Leaders should change every semester. It takes about a month for Leaders to become comfortable and effective in their roles. By the end of a semester, a change is needed to capitalize upon new vitality and to disperse student power further. The second semester Leaders seem to benefit from having observed the operations of the first term, so needs assessment and the selection of projects may be greatly facilitated. The new Leaders may choose to continue some former projects but they should be encouraged to explore all possibilities for themselves. It is very important that the Advisor establish with the new Leaders: (a) how to conduct a meeting, (b) the behavior expected of Leaders, and (c) the fundamental skills of problem-solving and carrying out responsibilities.

Leadership Assemblies

An important part of the experimental program was the Leadership Assembly held at the close of each semester. At that time awards were given for outstanding citizenship in the school to classes and individuals recognized by the Council. Awards for leadership were also made. Every Leader received a certificate that recognized his special area of service (e.g., monitor) and recognized any outstanding contributions to the school or to self-improvement. Medals with hands clasped in friendship were given to a total of twelve Leaders during the year who contributed most to the Program through dependable service, creative thinking, exemplary citizenship, or personal growth. Plaques or trophies could

also be awarded to groups.

The Leaders who received awards for exceptional service were nominated by the Advisor and the faculty. In other programs, peer nominations might also be used. As important as the awards, perhaps, was a personal letter sent home to the parents of each child informing them of his outstanding contribution.

Leaders gained positions of highest peer status and public recognition for significant achievement, i.e. constructive leadership behavior. This fact, along with newspaper publicity and community recognition, profoundly impressed upon many youngsters the value of good citizenship and leadership. It is impossible to measure accurately the impact of such an experience upon the attitudes of a child.

Evaluating the Effectiveness of the Program

In order for the staff to decide whether the Leadership Program was beneficial and should be continued, evidence must be gathered. Two means are available to the staff: informal methods and concrete measures. In either case, the basic puspose is to evaluate by comparing students' behavior before and after the program.

Informal methods. Members of the staff may pool information that is based on their observations of individuals and the total student body during the year. Although these observations may have been gathered unsystematically, it helps to ask teachers to list favorable outcomes and disappointments (unfavorable outcomes) that occurred throughout the year, trying to recall specific examples. It is helpful if anecdotal records have been kept at least by the Advisor. Comparisons of outcomes with goals in terms of pupil behavior and attitudes, productivity, and the emotional climate of the school should be carefully made.

Concrete measures. Whenever possible, it is most desirable to have some concrete measure of changed behavior and attitudes. This is needed because human perception and memory can be inaccurate. Instead of just recording impressions of student behavior, teachers can make charts on which to record a mark each time a certain desirable or undesirable event occurs. Charting behavior for periods of a week or two

throughout the year can give the teacher concrete evidence on the accuracy of her perceptions. Forms like the Behavioral Rating Form[1] are valuable tools also. The teacher may use them to rate the frequency of certain target behaviors of individuals three or four times during the year. Or, a teacher may devise a rating schedule based on behaviors with which he or she is most concerned.

There are many kinds of attitudes or opinion questionnaires that can help the teachers measure change. Several short, simple ones can be found in a teacher resource booklet, Diagnosing Classroom Learning Environments[2]. Others, which help teachers find out how students perceive their environment and how they feel about it, are the Perceived Environment Profiles[3] and TAMS: Thinking About My School[4]. These inventories ask students to indicate the degrees of friendliness, fairness and encouragement they perceive in their school. It does not require sophisticated statistics to use the results of such questionnaires. Simple changes of pupils in response to particular items or in total scores can be indicative of what has happened to the attitudes of the students during some period of time.

Less formal than the inventories are simple surveys or interviews (see pp. 58-61). Leaders and teachers may be asked questions about the growth of individuals in the program. Leaders may report on the responsiveness of classmates to class discussions or the improvement in general class behavior and atmosphere during the year. Students may vote in

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[1]See J. R. Whitmore, The modification of undesirable attitudes and classroom behavior through constructive use of social power in the school peer culture (SCRDT, Technical Report No. 36), 1973, p. 183.

[2]R. Fox, M. Luszki, & R. Schmuck, Diagnosing classroom learning environments (Chicago: Science Research Associates, 1966).

[3]P. M. Rizzo, Perceived environment profile, State University of New York, unpublished manuscript, 1970.

[4]J. R. Whitmore, TAMS: Thinking about my school (SCRDT, forthcoming).

Sample D

TEACHER INTERVIEW

Teacher's name_____ Date_____

1. What positive changes have you seen in negative leaders?

2. What, if any, problems have you had with leaders?

3. How have peers accepted "leaders" as leaders?

4. Have you had class discussions led by leaders? Please elaborate.

5. What help can be given to leaders to increase their effectiveness?

Sample E

TEACHER PROGRESS REPORT ON LEADERS: January

1. WHAT POSITIVE CHANGES HAVE YOU SEEN IN THE LEADERS since participating in the leadership groups?

2. WHAT PROBLEMS OR NEGATIVE CHANGES HAVE YOU HAD WITH THE LEADERS?

Sample F

LEADER INTERVIEW

Name of leader: _____ Date: _____

1. What do you like about being a leader?

2. What problems have you had as a leader?

3. What have you done as a leader that you felt good about?

4. What have you done as a leader that made you feel bad?

5. What could we change to make you more effective leaders?

Sample G

LEADER INTERVIEW

Teacher: _____ Date: _____

Leaders: NG= NB=
PG= PB=

Questions	NG	PG	PG	NB
Have you been keeping your point record?				
Results?				
Have you been helping as a reward?				
Number of times?				
Do you feel you have been a GOOD LEADER?				
(Why?)				
Has being a chosen leader helped you IMPROVE YOURSELF? (How?)				

WHAT PROBLEMS have you had as leaders? (Suggestions?)

classrooms on such questions as "Have there been fewer fights in school this year?" Classes may report to the Council the results of opinion polls related to the effectiveness of the projects.

In addition there may be valuable information to be gained from office records of referrals for disciplinary action, attendance, tardiness, and destruction of school property. Such records compiled from the year preceding the program and the current year may suggest the degree to which some changes have occurred.

Before a staff begins to develop a Leadership Program, the measures of effectiveness that might be desired should be considered and selected. Any questionnaires or counting and charting of behaviors must be done before the program begins and again at the end to obtain a reasonably accurate indication of program effectiveness.

Summary Statements About Developing An Ongoing Program

Perhaps the most important summarizing statement about this program is that it is more a process than a product. Although it is intended to produce certain desirable attitudes and behaviors as end products, the processes of group problem-solving and of organizing to effect change are equally valuable. Even if the general school atmosphere is not drastically improved, participation in the program can profoundly influence the lives of individual children who learn the rewards of constructive citizenship. Furthermore, it may require more than a year in a distressed school to produce the desired results. But, the school and future society are bound to benefit ultimately as socially influential children learn how to think for themselves, to critically evaluate their situation, to identify necessary changes, to select a way of handling a problem, and to evaluate the outcomes of decisions. These are the skills necessary for responsible adult living as well as for leadership.

A second necessary statement is that the effectiveness of a Leadership Program is largely determined by the quality of adult support provided the youngsters. The ability of the Advisor and of the classroom teacher to help individuals develop the necessary skills for

effective leadership is a significant factor.

To be most effective, the Advisor and the teachers in the school should be models of the behaviors desired in children. This includes being skillful problem-solvers who continually define problems, examine alternatives, test hypotheses, and evaluate and modify their behavior accordingly. In addition they must be sensitive to the needs of others around them and willing to put forth effort for the benefit of the group.

One word of caution is warranted. Change is relatively slow when it involves important emotions and established patterns of human behavior. Firm exceptions based on past "failures" often defeat a new program. Therefore, a staff developing a Leadership Program should not expect drastic changes within the first few months--perhaps not even within the first year or two. If progress is made in the first year, it may require several years of creating a new atmosphere and building skills in students before the goals of the program will be achieved to the full satisfaction of the staff.

PART III: RECORDS OF THE PILOT PROGRAM

Chapter 8

ORGANIZATIONAL RECORDS

This chapter includes some samples of communication, an outline of one of the early organizational teachers' meetings, and some descriptions of the specific organization and development of the program. Chapter 9 contains anecdotal records of Leadership sessions held during the first semester.

The pilot program was carried out in a very distressed school where negative attitudes and hostile interactions continually crippled the teaching-learning process. These conditions had prevailed for a number of years. Therefore, bringing about changes in the behavior of teachers and pupils was a slow, tedious process. The records here and in Chapter 9 will help the reader envision the development of the program under the most difficult circumstances. In most schools, however, it would be reasonable to expect all aspects of the program to be developed and implemented more easily and with greater success. A critical factor limiting the effectiveness of the pilot program was the resistance of four of the eight intermediate teachers involved. If the idea and desire for a leadership program had originated with the eight teachers, their commitment to its success would have increased its effectiveness enormously. It is important for the reader to remember that, despite some teachers' resistance and the frequent difficulties described in the records, the program was regarded generally as a success in improving the school climate. It was most helpful in changing socially powerful disrupters into cooperative, positive leaders and in strengthening the influence of many desirable students. At the end of the first semester the teachers and students voted to continue the Leadership Program with few changes. Owing to less resistance and more student experience, the second semester was markedly easier and more successful.

MEMO TO THE TEACHERS

October 15, 1971

To:

From: Advisor

Below are the names of the representatives chosen for your class. I will come into your classroom and announce the plan for leadership groups at a time convenient to you on Friday, October 29, or Monday, November 1. The groups will start meeting November 2. Please do not discuss the idea until then, especially the selection of leaders.

Girl "Reps":

Boy "Reps":

Remember, only half of those named will participate in the group during the first half of the year; the other half will form a leadership group during the second half of the school year. Also, you are reminded that there are two leadership groups functioning--one for each unit. For simplicity, I have been referring to (name's) unit as Unit IV, and to (name's) unit as Unit V. The two councils may meet jointly as the need arises.

Leadership meetings will begin the week of November 1 with two meetings a week until we are organized and functioning well (possibly until Christmas). No time preferences were given by teachers so I selected the following:

Unit IV--Tuesday, 11:00-11:30 and Friday, 9:00-9:45

Unit V---Tuesday, 11:30-12:00 and Friday, 9:55-10:40

Can you suggest better times?_____

In order to determine the effect of leadership opportunity upon the children, some questionnaires will be given and there will be periodic classroom observation. The questionnaires will be given during the next week in morning hours. Please indicate the hours the leaders are in your classroom:

a.m._____ p.m._____

Two sources of information are needed from you:

1) Please check off the behaviors best describing each leader and return the rating forms to me by the end of next week.

2) How can the observer become familiar with the leaders in your class so that she may recognize them to observe closely without their awareness? Are polaroid pictures or school pictures a better idea? Do you want us to take pictures in the classroom and contrive to get the leaders in a group? Are name tags natural and feasible? How helpful might a seating chart be? Do let us know your thoughts!

OUTLINE OF AN ORGANIZATIONAL MEETING OF THE EXPERIMENTER AND THE TEACHERS

October 28: Meeting with both units of teachers regarding Leadership groups.

Purpose of the groups: To direct the energies and social power of students in the peer culture to influence the behavior and attitudes of other students in the direction desired by both teachers and students.

A. Recall attitudes and perceptions reported on TAMS.

B. Barney as an example of a changed student; his teacher's efforts and success.

C. Ultimately to lighten the teacher's load in terms of need to expend time and energy disciplining. Cite Bronfenbrenner.†

Content of the Leadership Meetings:

A. Identification and communication with adults in the school and community.

1. Each will be a "shadow" to one of the administrators for an entire day, and expected to share with the group the types of problems encountered by the person with that responsibility. Understanding of the operation of the school as well as personal relationship with administrators is the purpose.

2. Field trip to the City Council Chambers and offices with a talk by councilmen regarding the need for leadership, how the leaders from the school can contribute to the community war on crime, and what it means to be a leader.

3. Leaders meet frequently with the teachers in the unit for about half an hour after school as part of the unit meetings, at which time the teachers communicate respect, trust and ideas for cooperative efforts to the Leaders. It should be established that teachers and pupils can support each other, so ideas for changes on the part of either should be discussed in the classrooms o unit teachers' meetings.

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†U. Bronfenbrenner, Two worlds of childhood (New York: Russell Sage Foundation, 1970).

B. Studying the problem: How to make our school a happier place.
   1. Discuss TAMS, own perceptions.
   2. Inventory opinions of classmates informally and in group discussion.
   3. Compile a report of findings, representing teachers and kids.

C. Explore alternatives--presented by advisor and created by them.
   1. Discuss with classes, individuals.
   2. Plan how to bring about change.

D. Leadership Training
   1. The meaning of being a leader; responsibility, potential for constructive influence.
   2. Training through discussion, role playing and mutual help in:
      a) leading discussions
      b) handling peer opposition
      c) creating constructive attitudes

E. Designing and implementing a plan to accomplish change.
   1. Reward system?
   2. Explicit rules and consequences.
   3. Planned peer enforcement in support of teachers.
   4. Competition between classes?

To be discussed:

1. Effectiveness or success dependent upon rewards for efforts of Leaders--cost-reward factor; need for teacher tolerance and support. Discuss teacher's role if Leaders encounter opposition or ridicule, if discussions flounder, if hostility erupts from peer directives, if Leaders abuse privilege.

2. How should Leaders most effectively be told about their selection: surprise at assembly? by teachers and peers? reasons? conditional? (We need to convey they can be successful; we have confidence in them.)

3. When should the assembly be held? "Shadowing" begin? Class discussions start?

4. At least in the beginning, two meetings with the Leadership group each week seems necessary if their attention on their new role is to remain foremost in their minds and reinforcement for efforts is to be given. WHEN during the day on Tuesday and Thursday or Friday? How long do you feel that the Leaders can focus on such a task?

5. What would you like to see included that is not?

6. What are your expectations for the role of the Leaders? This is a vital influence upon what they will accomplish.

7. Need to evaluate systematically the success to measure effectiveness of the project:

   A. Instruments--TAMS, LOCUS OF CONTROL, SELF-CONCEPT.

   B. Behavior--BRF, your observations and an unbiased observer's observations on an objective coding schedule (both valuable).

8. Parent's meeting scheduled. Teachers urged to attend.

Example of Letters Sent to Parents of Boys and Girls
Selected for the Leadership Program

November 2, 1971

Dear

On behalf of your child's teacher and _____ the principal, I am very happy to inform you that your child _____ has been selected to represent his class as a member of a leadership group. This is quite an honor and a great opportunity for him to develop his abilities as a leader. He will have a lot of responsibility as a leader and will also be attending some special events. I would like to have a chance to meet you and to explain the leadership group to you. To do this, I am inviting you to bring your son and join us in the library this Thursday, November 4, at 4:00. If you cannot come at that time, please send a note to me through the teacher or office or call me at the school so I can have an opportunity to talk with you.

I am looking forward to meeting you and to an exciting experience working with your son and other leaders in (this school).

Most sincerely,

Advisor

OVERVIEW OF THE PILOT PROGRAM: LEADERSHIP MEETINGS

The 32 Leaders were divided into two groups to provide two comparable meetings with sixteen participants, a more feasible number. Meeting times were arranged with the teachers according to teaching schedules so the groups were formed closely along the lines of the units being employed under the school's Master Plan. (Originally the two groups were identical, with the division of the eight classes into two functional units, but one teacher requested a change to accommodate her teaching program and another teacher agreed to exchange times.) In post-intervention analysis, it was surprising to discover that the Leaders meeting at 11:00 a.m. ("Group Four") were, with one exception, those representing the less supportive teachers, Teacher Group Two. This is most interesting since the ranking of the teachers was accomplished independently by many professional personnel according to teacher ability to reinforce and expand upon the efforts related to the intervention experience. Further meaning is added by the fact that although the preparation of content was identical for both the morning and the afternoon sessions, the morning group was markedly less responsive, more disruptive and uncomfortable with the tasks, and distinctively less dependable and positive in attitude. It is from that group that almost all attrition occurred. Because of the significantly different response of the groups to the sessions, very brief evaluative notes were kept by the advisor in addition to detailed descriptions of the sessions. The agenda presents the content of the session as planned; the evaluative and descriptive notes indicate the modifications resulting from pupil response or conflicting circumstances.

A log was maintained by the experimenter, and all sessions were tape recorded. There were 12 meetings before Christmas vacation and 12 afterward, with a two-week period between the last session and the announcement of new Leaders for the next term. The sessions were 30 to 60 minutes long and were held twice a week. The meetings before Christmas (Phases One and Two) focused on studying the problem (lack of pride in our school--too many fights, unkind words, etc.) and on planning

some program to build new feelings and behaviors at school. The second 12 sessions (Phase Three) involved reorganization--breaking up the two groups and regrouping according to the type of service the Leader chose to render to the school.

During most of the first twelve meetings, which were involved with problem-solving and designing ways of being a constructive influence in the school, there was a marked difference in the quality of response between the two groups. The Unit IV group, meeting most of the time during the last hour in the morning, was unable to problem-solve in any manner and manifested an extensive amount of compensatory behavior in the form of "capping" ("put-downs" or "cuts") resulting in Leader fighting. It was consistently difficult to get the Leaders to the meeting place on time--they and their teachers failed to remember and the students often played enroute to the meeting room so that someone had to collect them and supervise their journey. We began meeting in the Computer Building but the supervisor complained so much about their noisy entrances that we shifted to the counselor's office which was smaller but quieter and closer to the classrooms.

By contrast, Unit V Leaders in the late afternoon were much more inclined to make clear, well-prepared reports and to seriously give attention to problem-solving. The lack of attention was minimal and the quality of thinking was very superior to the other group. By Christmas, the end of the first 12 sessions, it was evident that the one group could not function successfully with such seemingly complex or abstract tasks as problem-solving. Evaluation by the experimenter led to preparation for more concrete tasks at which success could be clearly experienced. In the last two and a half months, the Leaders from the two original groups were mixed and divided into smaller "task forces" which greatly reduced the problems. The experimenter's decision seemed responsible for a change in attitude and perceived success which resulted in much sudden growth for some individuals who had been less constructive earlier.

It also was realized at the end of the first half that those

who really did not care to participate as a Leader should be allowed the prerogative of dropping out of the Program. The option was given and four Leaders from one class did drop out and ultimately four more withdrew. Six of these Leaders were Negatives but all eight seemed to feel either that the pay-offs were not great enough to justify the effort required or that the fear of failure and perceived inability to successfully maintain social power with "positive" means were overpowering.

ROLE OF THE ADVISOR

The role of the advisor was intended to be one of minimal interaction and direction. During the first sessions, the advisor presented the idea of how Leadership groups might be organized and explained to the Leaders the purpose of having student representatives make decisions about and implement changes desired by students, according to responses on TAMS (Thinking About My School) and in interviews during the preceding six months.

The role of representatives was suggested to be: 1) to give serious thought to the problem of school morale, 2) to discuss the problem and consider with peers alternative ways of trying to improve the school, 3) to gather information regarding student opinions, 4) to help by setting an example of desirable behavior and exercising constructive leadership (e.g., initiating class and small group discussions, suggesting ideas to consider, evaluating progress with peers). In this way Leaders would bring about the changes desired by students and teachers.

The role of the advisor was presented as helping to structure the groups and their functioning according to their desires, providing support with ideas of alternatives, information about ways of answering questions, and how to resolve any difficulties encountered. Leaders were assured the advisor would provide any necessary resources or training in skills, such as leading class discussions or handling difficult social situations.

Reactions of acceptance, rejection or modification of all ideas presented by the advisor were solicited but it was evident immediately that these students were not sufficiently familiar with the possibilities of such a role to enable them to respond with suggestions or evaluative comments. During the first few meetings it was revealed clearly that the Leaders were almost totally inexperienced in decision-making within the school structure. They were not only uncomfortable in the role of responsibility but were unaware of how they could work independently as a group without continuous "teacher (advisor) direction." They seemed

accustomed to a dependent role in the school, depending upon teacher directions and supervision. Although they were responsive to the advisor and generally complied with her requests, chaos tended to evolve quickly when the group was asked to be self-directive.

The 32 Leaders met in two groups of 16 most of the time to facilitate the active participation of each Leader and to minimize the distraction from tasks. There was an unexpected difference between the two Leadership groups (as described above). The social behavior of one group necessitated strong adult control of events during many of the meetings. The other group successfully assumed much more self-direction, owing primarily to the influence of two or three exceptionally skilled and socially effective Leaders. In each group, however, the advisor reached some "critical points" at which decisions were made regarding the advisor role. It can be said that most Leaders in the total group of 32 were dependent upon personal guidance and reinforcement from the advisor to learn to carry out their Leadership roles.

As was anticipated by the experimenter, "critical points" occurred during the process of establishing the structure of the Leadership meetings. Unexpectedly, all critical points forced a stronger Leadership role upon the advisor than was desired. Specific examples are:

1. Individuals asked to preside as Chairman for the Day, leading the group through a pre-planned agenda, were very uncomfortable and unskilled in the job--with only two or three exceptions. Chairmen tended to read the agenda awkwardly, not knowing how to move from one event to another without continual help from the advisor. Sometimes Chairmen were embarrassed by their lack of ability to read the items on the agenda. The behavior of Leaders required much instruction as to rules of participation in group work, including common courtesies. Therefore, the advisor was forced to interrupt and guide the proceedings often. Eventually, the Chairman role became one primarily of gathering the Leaders from their classrooms for the meeting and reminding them of reports or items to bring to the sessions.

2. With a seemingly total lack of experience with the process of problem-solving and active, structured social leadership, the students

were not aware of possibilities regarding the potential nature or direction of the Leadership groups. They readily identified problems such as fights, verbal insults, and instigators of classroom disruptions, and strong resentment or shame was expressed regarding these common events. However, they had no idea how they could prevent these occurrences other than by negative use of force. They depended upon the advisor for suggested alternative methods to try and also needed her guidance to help develop awareness of the contingencies for successful influence as Leaders. For example, she had to convince many Negatives that when challenged to fight they earned respect from others when resisting. Although Leaders did contribute many ideas at each session, often they were limited in their vision or unrealistic in their perception of the total situation. They had to be helped to see beyond the immediate circumstances to future consequences, beyond the closer peer associates to the larger school population, and beyond failures to successes. There was both a strong tendency to predict failure and to expect immediate and complete success when attempting to effect changes.

3. Very strong support from the advisor was needed to offset the detrimental effects of Leader insecurity in the role, peer resistance, and lack of teacher support beyond permitting participation. When the advisor observed the extreme lack of skills in such tasks as gathering information, leading discussions, and remembering to carry out plans, a much larger amount of time in the Leadership Meetings was devoted to training and building confidence as well as skill. This emphasis resulted in a more active advisor role. Leaders had to role play and discuss how to ask questions in gathering information, how to simply record responses in note form, and some had to learn how one can respond to sarcastic peer retorts without use of physical aggression. They had to experience leading and participating in small group discussions before successfully conducting discussions in the classrooms. Some techniques for remembering responsibilities had to be learned--how to make notes to yourself, train yourself to check reminders at certain times, and to help each other remember responsibilities

to small task groups. Much emotional support also was provided by the advisor.

4. The type of plan the group chose to implement was a basic application of Behavior Modification. Due to the types of rewards for good behavior they chose, the concern they had for honest recording and dispensation of rewards, and their insistence upon monitoring behavior throughout the day, the advisor had to provide much guidance in the structuring of the Good Citizen Project. The Leaders enthusiastically contributed ideas for rewards but many were not feasible--e.g., popping popcorn--a bag for each Good Citizen (potentially 260); a skating party for all Good Citizens; a Friday afternoon swim for Good Citizens. The constraints of time, money, transportation and facilities for such "rewards" were unrecognized by many.

The advisor had to do much of the communicating with teachers for the Leaders. She, too, attempted to persuade some citizens in the community to provide reward activities. The Leaders were too uncertain of teacher response to meet comfortably with them--they expressed fear of rejection and criticism. For some reason they did not seem to know any citizens who might help provide reward activities.

During Phase Three the advisor role did become more passive because the content of the sessions became more activity-oriented and less abstract. Leaders were much more able to operate independently with clearly defined, concrete tasks. The abstract nature of the earlier sessions had been a major impediment to the development of greater pupil self-direction. During this phase, students were divided into smaller "task forces" with specific projects to carry out. Classroom and School Helpers operated almost totally independently under the supervision of other adults. The Videotape Group needed clear descriptions of the overall task and organization of steps in carrying out the project, but operated with minimal guidance from the advisor. The Monitors needed assistance in acquiring materials for badges, pennants, and recording scores. They also depended upon the advisor to organize their mode of operation and to drill them in procedures.

After a few days of monitoring, they were able to operate with only occasional advice from the advisor. During her illness, they operated independently with success for two weeks.

STRUCTURE OF THE LEADERSHIP SESSIONS

The Leaders were gathered from their respective classrooms by the advisor or a selected Chairman of the Day. The location of the meetings varied. The smaller groups of 16 or less met first in the Computer Building in a room provided for the supervisors as "office space." It contained two teacher's desks and a few chairs. More folding chairs had to be obtained for the sessions. Next to this office was the room where students performed lessons on the computers. A two-way mirror separated the office from individual cubicles so that visitors to the building could observe students operating the equipment. The noise from the computers and the temptation to look through the windows distracted significantly from the Leadership meetings, especially for the morning group which was much more easily distracted. The supervisors of the Computer Building did not like others to use the facility and were critical of their "disruptive entrances"--they had to pass through work areas. At the end of a month it was arranged for the Leaders to meet in the smaller but quieter Counselor's Office nearer the classrooms. In this room there was barely enough space to place 17 chairs in a circle. It was very hot or very cold as the thermostat failed to function properly. Some distractions occurred there as classes passed by to the computers or to recess. However, it was satisfactory.

Most of the larger sessions involving all 32 Leaders were held in the work room of the Resource Teachers. It was a classroom and 32 desks could be arranged in a circle quite easily. It was the most satisfactory location although numerous interruptions occurred as teachers and aides came in for materials. During the last month, the large group met each Monday during the lunch recess. They were excused early from class to get their lunches in the cafeteria, next door to the Resource Room, and then ate together before hearing reports from the task forces as to their progress. Smaller task forces usually met in the Counselor's Office on other days to plan and evaluate their specific project. About four times the large group met in the school library due to the unavail-

ability of the Resource Room.

During all sessions, the Leaders sat in a circle and were asked to give undivided attention to the person speaking. The Chairman was asked to see that all Leaders had the opportunity to speak and was responsible for calling on Leaders desiring the floor. The agenda of the session was printed on the blackboard and the Chairman had one on paper to follow. It followed the simple format of old and new business with the group first reporting results related to the previous session and then planning goals and activities for the following days before the next session.

The advisor reinforced good models of Leader behavior with praise and interjected guiding comments or disciplinary actions as seemed advisable. The length of the sessions varied from 30 to 60 minutes, determined by promptness in arriving for the meeting, ability to concentrate on the content of the session, and time needed to complete the agenda. Occasionally the length of the meeting was reduced owing to waning interest or developing discipline problems with a few Negative Leaders.

Chapter 9

ANECDOTAL RECORDS

RECORDS OF PHASE ONE MEETINGS

LEADERS' MEETING #1: Tuesday, November 2

Agenda

1. Getting acquainted.
2. Establishing the purpose of the group and clarifying the background from which the idea originated.
3. Describing how the Leadership groups will function, including brief description of possible kinds of Leader tasks and the role of the advisor as "helper" and resource person.
4. Planning to interview classmates and record ideas in notebooks presented.
5. Preparing to "shadow" administrators and report findings.
6. Inviting parents to a parent "tea" on Thursday at 4:00 to learn about the Leadership Program.

Notes on Both Sessions

The Leaders in both groups arrived rambunctiously, excited about the opportunity to get out of class for a meeting. During the meeting, there was much difficulty listening and also remembering the answers to questions repeatedly asked about details--e.g., when and where the group will meet, when each will "shadow" and what will be expected of shadows, etc. As advisor, I had to take a firm stand as to my standards and expectations for behavior, carefully affirming my confidence in their ability and giving the option of leaving the group for any Leader not ready for the responsibility. The Leaders were testing to find the limits on this new experience and were becoming acquainted with me as a person of authority working with them. Basically, the response was positive and all seemed eager to continue as Leaders. They had no difficulty compiling a long list of "things needing to be changed" at their school. After exploratory discussions they were asked to interview others in the school (students and adults) to find out what most people would identify as the primary problems. They were asked to keep notes and report at the next session. Each received a small pocket notebook.

Session #2: Thursday, November 4

Agenda

1. Reports from those leaders who had been "shadows" on Wednesday.
2. Sharing by individuals of notes recorded in notebooks about observations or interviews.
3. Selecting a name for the group and a means of identifying Leaders in the school (badges or armbands?).
4. Preparing to lead class discussions, including methods of gaining and holding attention.
5. Presentation of the bar graphs showing the number and kinds of responses to 12 items of the TAMS questionnaire given the previous Spring.
6. Selection by each Leader of a chart to present to classmates for discussion.
7. Last minute preparations for the tea that afternoon, including selection of a host and hostess and preparation to make introductions.

Notes on Both Sessions

Leaders who had shadowed reported it was great fun, but there was a marked inability to identify "problems" or "difficult decisions" encountered by the administrators. After the session, I encouraged the administrators again to help the "shadows" formulate thoughts during the day and to help them construct helpful summaries of the experience to be shared with the group.

Most of the Leaders had listed fights in their notebooks except for one girl who had recorded long interviews. It seemed necessary to clarify exactly what was to be recorded, and to make recording simpler we chose one task: to make note of any causes of fights or unkind words observed or reported to them so the group could compile a list next week. One girl cried because she had lost her notebook.

The two groups strangely arrived at the same decisions about names and emblems. Both groups were able to offer few suggestions, so a number of alternatives had to be supplied by the advisor. The Leaders

overwhelmingly voted to be called "(Name of School) Leaders" and to have armbands with the name on them.

In preparing to lead discussions the coming week, the advisor noted the problem of people not listening to each other and asked how attention can be gained and held. The only responses given were: "turning him around," "order it," and "hitting 'em." The advisor asked the group to think through the consequences of each method, which they did briefly. Leaders were encouraged to wait for attention or request it without generating hostility or combat. The group, at both sessions, could not sustain attention on this problem. Some thinking was started as to the consequences of methods chosen, however.

During the presentation of each chart graphing the response to a TAMS question, the Leaders were asked, "What does this say? What would you ask the class about it?" The response was very enthusiastic and elicited many opinions because the items selected were those questions to which the majority of students gave negative responses. Attention was excellent on the first two or three and then spontaneous vocalization and independent discussions increased competition among Leaders to be heard as opinions were asserted. Each set of four class representatives was asked to select one chart to discuss with their class or in sub-groups of about eight classmates per Leader. The Leaders were asked to report ideas from their class at the next Leadership meeting.

It was obvious during the sessions that the attention span is very low for many in the groups--it is necessary to shift the task frequently (every five to ten minutes at present). About one-fourth of the group is especially active and vocal, inciting unrest and distracting from the task. One Negative boy in the morning group was asked to leave if he could not control himself as a Leader yet; he responded well, settled down and participated, though hyperactively. I have felt a warm response to me in many cases and a strong desire to meet the contingencies for participation in the group.

PERSONAL NOTES OF THE ADVISOR AT THE END OF THE FIRST WEEK

1. Students love the status of being Leaders; children very anxious to have a turn--"They're jealous!"

2. The biggest pay-off, besides status, is time out of class. If "destructive" behavior persists in meetings, Leader will be asked to leave for the day. Twice and he will be replaced. Contingencies made clear, some Leaders settled down immediately (especially Positives carried away by excitement).

3. Some teachers commented on "resentment" of those selected --high competition to get the privilege of leaving the class, even for testing. One parent reported her fourth grade girl (a Positive S) as ambivalent about being chosen because of peer resentment; the girl participates enthusiastically, however.

4. The children are more "impulsive" than "reflective" learners, most of them not giving much consideration to alternatives and often slow to hypothesize consequences based on events not experienced. There will be difficulty getting them to reason and problem-solve with any degree of tenacity.

5. There is a definite problem getting Leaders to listen and think beyond the obvious (as in reporting what is observed as a "shadow": most report "fun" events and food eaten!).

6. Sixteen children had parents represented at the parents' meeting. All went smoothly with some discussion based on the questions of a few parents. No opposition was expressed.

Session #3: November 9, Tuesday

Agenda:

1. Role of a Chairman explained: to collect Leaders from their rooms for the meetings, to conduct the meeting covering the posted agenda, and to be sure all Leaders have had a chance to participate, have listened, understood and expressed their ideas. Have Leaders list qualities, traits and specific behaviors they would respect in a Chairman.
2. Discuss any problems in leading a discussion of the chart taken last meeting to stimulate class discussion.
3. Each group present findings from their class discussion of the chart selected by the Leaders.
4. Decision about armbands versus pins, and selection of school colors.
5. Plan to bring a list of causes of fights for use in the meeting on Thursday.

Notes on Group 4: (11 a.m.)

Leaders were generally late; representatives from one class came almost on time and went to get the rest of the group. School pictures were being taken and one class had Precision Teaching until fifteen minutes after our starting time so the teacher asked that her Leaders come late each meeting. The children came excited and talkative and we couldn't get started until twenty minutes late. Midway through the session, one class called for their Leaders to have their pictures taken.

I felt a continual struggle to gain or hold attention--there was continuous chatter and movement, some hostile "capping." As advisor I had to establish definite limits--if a Leader cannot help us by controlling himself one day, he will be excused to return to class; if it happens twice, he will have to be replaced. It had a sobering effect. I followed it with emphatic expressions of confidence in their ability to lead by example. Then I introduced the idea of having a Chairman to help the Leaders direct themselves. After defining the responsibilities (meeting with me during recess to go over the agenda, collecting the Leaders for the meeting, and conducting the meeting), I asked for jobs

of Chairman to be repeated. Only one boy could state them, so he was asked to be the first Chairman that day.

Only one class had any reports. They helped the rest of the group--who said they were unable to get their classmates to listen--by sharing the technique of sitting down silently to wait for attention. Some discussion of alternatives followed.

Leaders voted to have pins they can keep, instead of armbands the school would own because of the cost involved. Purple and white were voted the school colors, but only seven cared enough to vote after three color combinations were suggested.

Most of the Leaders in this group had not taken home the note to parents about the coming field trip, and needed transportation. They also had not made notes in their books and could not give any answers to the question of what happened to their class discussions. Individuals seemed to lack confidence and/or concern regarding carrying out responsibility.

The Computer Director came in and admonished the group twice---once for entering noisily and once for poor manners and not listening as she tried to ask them to leave quickly. The director is a Black woman much disliked by the students for her strict demands made of them while in the Computer room. The Leaders left the building grumbling about her.

Notes on Group 5: (2:15 p.m.)

I selected a Chairman during recess and sent him to collect the Leaders,which may have prevented the time problem getting started. By contrast with the first group, these Leaders returned with their charts and notebooks in hand, ready to report. After the role of Chairman was described and discussed, the Leader chosen to be Chairman carried out the meeting. One class did an excellent job of reporting what sounded like a very productive class meeting. One Leader had done an especially outstanding job of gathering responses from people all week which he had noted in his book. Each representative from that class stood to make a serious report which set the tone of this group for that session and the subsequent ten to follow. The Leaders from the other three classes did not have reports, however; one class reportedly could not settle down

to discuss, another class apparently failed to respond to the questions, and the representatives from the third class felt unable to discuss anything because the teacher would not allow time for it. Leaders did report notes they had recorded from interviews during recesses and responded seriously to their task of considering alternatives in dealing with the reported complaints: e.g., litter campaign, more play equipment, longer recesses, a "teachers' day," etc. One Leader had interviewed new pupils and reported they found many students very friendly.

All Leaders present voted to have pins and to have purple and white be the school colors. The Chairman called for the vote and another Leader recorded it. The group was orderly and conscientious.

One girl returned a slip saying her mother would drive on the field trip. No other notes were received.

I praised throughout the meeting the fine conduct and serious manner of this group, contrasting it with Unit IV. They seemed very proud.

A number of Leaders asked when "shadows" could repeat. They reluctantly accepted my explanation that it was difficult for the administrators involved.

Although we started much more punctually, the group had less time to meet (a total of about 35 minutes) and they could have continued another half hour, it seemed. The session was productive for them. They received eagerly the assignment to compile a list of causes of fights.

Session #4: November 11, Thursday

Agenda:

1. Report of shadows.
2. Distribute pins for Leaders.
3. Collect field trip permission slips and make last minute plans for the trip to the Municipal Council Chambers next Tuesday.
4. Divide into four groups to discuss problems or causes of fights and possible solutions. One Leader in each group

prepare to report to the total group a list of causes and suggested solutions from his small group.

5. Synthesize findings of groups into one report; if out of time, collect notes to be compiled in ditto form for distribution and have Leader report to classes for further discussion.

Notes on Group 4:

I met with the Chairman in advance, during recess, to go over the agenda and standards of conduct. He seemed uncertain of his ability but anxious to try. The Leaders were more prompt in arriving, still noisier and more unsettled than Unit V. Since several in the group had been recently sent to the office for disciplinary action, I reminded them of the expectations and the vice principal's concern for Leader behavior in and out of class. I told them I would be informed of any troubles they had and would like them to come to me for help as needed. I also reaffirmed my confidence in their ability to be successful Leaders--no need for fighting, "capping" to show superiority.

No reports from "shadowing" were given. The Chairman asked who remembered what the assignment for the day was--no one remembered but three or four had some notes in their notebooks. The Chairman divided the group into four small groups (from lists I provided to balance stronger with weaker Leaders) to make a list of causes of fights. I interjected questions as to how they needed to do the task; they seemed very unclear about the job. I restated it clearly, giving each a piece of paper to list causes. I had to clarify how one person could write while all suggest ideas. They worked noisily, taking five minutes getting started and located. They listed ideas for about ten minutes with attention waning rapidly the last five minutes. The groups needed frequent stimulation from me to produce ideas.

A leader from each subgroup read their list to the whole group. The group listened fairly well but a lot of "capping" and boy-girl hostilities erupted which necessitated a direct response from me. They calmed down when I said it always seems that boys and girls "fight" to

get each other's attention (which a Leader had just cited as the cause), which must mean they like each other. I also added that my experience showed me people really powerful do not need to prove it by fighting. Now that they are known to be Leaders they don't have to demonstrate false power.

We were unable to discuss what makes a good discussion. I restated plans for next week's meetings, making clear anyone in fights or disciplined by the office before then would not be included on the field trip Tuesday to the Municipal Council. The Chairman passed out permission slips and they left in fairly good order.

Additional Notes on Group IV: It appeared evident to me that the main problem in that group was a lack of models of appropriate behavior, models who also received much peer respect. I was disturbed by the amount of control I had to exercise but the response of the group affirmed the correctness of my judgment that I must first prove my worth as an adult leader to the group before mutual respect and confidence in success could mobilize the group to self-directed action. The drastic lack of experience with the simplest forms of information-gathering or problem-solving was astounding and their lack of experience and comfort with responsibility obviously produced behaviors in defense against the discomfort and fear of failure.

Notes on Group V:

The Chairman was much more confident than in Group IV. He seemed comfortable as we went over the agenda at recess and then reminded all the Leaders to come quietly into the Computer building, which they did. Those Leaders arriving early started constructive planning while waiting.

The Chairman efficiently started the meeting, calling for any reports from shadows. I told them about next Thursday's reports of "shadowing" with both groups of Leaders and the administrators present. A few brief reports were made.

The Chairman asked what the assignment for the day was, and several in the two sixth grades readily stated it and produced lists of